

Meeting of the South Bank Academies Board

4.00 - 6.00 pm on Tuesday, 15 December 2020
in MS Teams

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		HT
2.	Declarations of interest <i>Directors are required to declare any interest in any item of business.</i>		HT
3.	Minutes of last meeting 1 October 2020	3 - 10	HT
4.	Matters arising	11 - 12	HT
Items to discuss			
5.	CEO's Report	13 - 24	FM
6.	Education update	25 - 52	DC
7.	Financial reports <ul style="list-style-type: none"> • October 2020 Management accounts • 2020-21 budget review, revised 3 Year budget • 3-year staff investment plan • Capital and revenue spending program 	To Follow	HA
Items to approve			
8.	Change of school names	53 - 56	DC
9.	Admissions policy consultation	57 - 70	DC
10.	Annual register of interests	71 - 74	CC
Year end matters 2019-20			
11.	External audit findings	75 - 128	HA
12.	External audit letter of representation	129 - 136	HA
13.	System of Internal Control report Held over from Audit Committee	137 - 144	NF
14.	Annual report and accounts 2019-20	145 - 208	HA

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
Items to note			
15.	Policies <ul style="list-style-type: none"> • Update on policy schedule 	209 - 212	DC
16.	Academies Financial Handbook compliance report	213 - 218	CC
17.	MAT Risk Management	219 - 238	DC
18.	Reports from committees and School Advisory Boards	239 - 242	CC
19.	Update on recruitment for SBA Board and School Advisory Board	243 - 244	HT

**Date of next meeting
4.00 pm on Thursday, 18 March 2021**

Members: Hitesh Tailor (Chair), Richard Flatman (Vice-Chair), Tony Giddings, Nicole Louis, Hilary McCallion, Chris Mallaband, Fiona Morey, Lesley Morrison and David Phoenix

Apologies:

In attendance: Michael Broadway, Ciara Carroll, Dan Cundy and Helena Abrahams

**Minutes of the meeting of the South Bank Academies Board
held at 4.00 pm on Thursday, 1 October 2020
MS Teams**

Present

Hitesh Tailor (Chair)
Richard Flatman (Vice-Chair)
Tony Giddings (*for minutes 1 - 9*)
Nicole Louis (*for minutes 1 - 8*)
Hilary McCallion
Chris Mallaband (*for minutes 1 - 9*)
Fiona Morey
Lesley Morrison
David Phoenix (*for minutes 1 - 10*)

In attendance

Michael Broadway
Ciara Carroll
Dan Cundy
Helena Abrahams

1. Appointment of SBA Chair and Vice Chair

Hitesh Tailor and Richard Flatman left the meeting for the duration of this item. As Secretary, Michael Broadway conducted the vote for Chair and Vice Chair.

Under article 82, the Board is required to elect a Chair and Vice Chair of the Board on an annual basis.

The Board approved:

- (i) Hitesh Tailor as Chair for the next school year, 2020-21, and
- (ii) Richard Flatman as Vice Chair for the next school year, 2020-21.

2. Welcome and apologies

The Chair welcomed trustees to the meeting and noted that there were no apologies.

3. Declarations of interest

No member declared an interest in any item on the agenda.

4. Minutes of last meeting

The Board approved the minutes of previous meetings held on 7 July and 27 July 2020, and their publication as redacted.

5. **Matters arising**

7 July 2020

Agenda item 4

Circulate three-year staff investment plan – this has not yet been completed. It will be done for the next Board meeting in December 2020.

Agenda item 9

Circulate June 2020 management accounts – this is superseded by the August management accounts circulated with the papers for this meeting.

27 July 2020

Agenda item 4

Reserves policy – draft policy is on this meeting's agenda.

Report on November 2020 budget review following pupil number confirmation to be discussed at the next Board meeting.

Agenda item 5

Equality Impact Assessment on new Pay Policy – to be noted at the next Board meeting.

August 2020 management accounts, cash flow and balance sheet – on this meeting's agenda.

6. **Chair's business**

The Chair explained that he had been in extensive contact with the CEO during the time since the last meeting and everything they had discussed was contained within the agenda for the meeting.

7. **CEO's Report**

The CEO confirmed that both schools are open and functioning well. This is due to the tireless work put in by the staff to ready the schools for September. The Board expressed its appreciation for these efforts and was mindful of the pressure felt by all staff during the coronavirus pandemic.

The Board discussed the student recruitment update for both schools. The Board noted the positive recruitment figures for year 12 at both the UAE and UTC.

The Board noted the challenges in recruiting to year 7 at the UAE and year 10 at the UTC. The Board requested that further work is done on publicising the successes of the schools, and the additional value of the non-curriculum offer and the group structure to potential year 7 and year 10 applicants.

The UTC is planning to promote a five-year pathway from Year 10 through to the new Year 14, which is an applied learning HNC program. It has been difficult to target the Year 10 intake this year in the normal way, due to the curtailment of physical access to schools, which prevented assemblies going ahead.

The Board considered the latest update on Sir Simon Milton Westminster UTC (SSMW). Engagement from the Regional Schools Commissioner (RSC) has increased over the past month. Management have been able to respond to questions from the RSC. The Head Teacher Board (HTB) met on 30 September 2020 and an decision is expected by the week commencing 5 October 2020. The Board would be notified of the decision when known.

The Board agreed that, if SBA was the preferred partner, a working group is set up to review the transaction in detail including the due diligence report. Approval to proceed will be given by the SBA Board of Trustees, with consent required from LSBU, as the parent company, under the Governance Agreement between LSBU and SBA.

The Board noted that there was another bid under consideration; however, that bid was likely to focus on the 6th Form offer, rather than the UTC as a whole.

8. **Education update**

The Executive Principal highlighted the key points in his report and took questions on each section.

Reopening preparations

The Executive Principal explained that both schools had scheduled a longer than normal INSET session at the start of term to foster staff's confidence in re-opening preparations. Management is concerned about staff wellbeing due to their increased workload and potential feelings of isolation due to the required measures.

[The Board queried what support was in place for staff members and senior leaders.](#) The Trust's HR manager is working with the wellbeing coordinators at both schools; there is currently one mental health first aider in each school, and more are being trained. An Employee Assistance Program has been implemented this year, a service independent of the Trust.

The Board acknowledged that there was a significant amount of pressure on staff, particularly senior leaders on whom staff members rely to know how to proceed. The CEO would review whether it was possible to invest in resources now to support senior leaders and prevent greater issues developing further down the line. The Board recognized that this need would have to fit in with the requirement for a balanced budget.

Quality of education

The Executive Principal explained that the Trust was using its experiences during the enforced distance learning of the pandemic to investigate how to permanently integrate its curriculum into a cloud-based environment.

The Board noted that the extended A-level curriculum and the UTC health offer have improved retention and driven a higher level of applications for 2020-21. Further innovations, including the new Year 14 offering at the UTC are also proving popular. [The Board queried whether there is a formal transfer link to an LSBU undergraduate course.](#) The Executive Principal explained that this is under development, with the main focus on the necessary content to enable transfer into the second year of a degree course, particularly in engineering and health courses.

The new Health strand has been well received by university staff as well; the Board were pleased to hear that the new suite at Tabard Street would be open to primary and secondary children, which would fit well into the Chief Nurse's strategy to promote the nursing profession to younger children.

Attainment and progress

The Board discussed the improvement seen from last year to this, in the context of centre-assessed grades. There was a 100% pass rate for A-levels and improvements at GCSE across every metric. Individual school figures will be discussed in greater detail at the upcoming SAB meetings.

The Board discussed the awarding gap between different types of students which was a priority for management. The Academic Quality and Improvement Committee would consider this area in detail.

LSBU group link

[The Board queried how the Trust is maintaining the links between the schools and the University at this time.](#) The Executive Principal reported that this had proved difficult as many link activities require in-person attendance. As much as possible is being done online.

Safeguarding

The Board discussed the safeguarding update. The format of the safeguarding report is being updated to provide more detail.

The Board reviewed the school safeguarding policies for the UAE and the UTC and discussed whether one overarching policy would be more appropriate, alongside individual annexes for each school. At the next review point, the Executive Principal will look at harmonizing the policies into one overarching policy for the Trust.

Following a request from the Board, the Executive Principal will produce a report on the differences between each policy for the next meeting.

The Board approved the Safeguarding Policies for UAE and the UTC.

Nicole Louis left the meeting.

9. **Financial reports**

The Board discussed the financial update; the consolidated accounts to 31st August 2020 showed a surplus before depreciation of £113k and a deficit of £400k when allowing for £513k of depreciation.

The Board queried the treatment of depreciation, which would be reviewed as part of the audit process.

The Board discussed the need to have a rolling programme to replace equipment in the schools and requested a capital investment plan for the next meeting.

The Board supported the recommended 2.75% cost of living pay award to teaching staff with staffing up to 70% of expenditure.

The Board requested that a review of the 2020/21 budget is brought to its December 2020 meeting with the aim of producing a balanced budget and achieving a surplus going forward.

Tony Giddings and Chris Mallaband left the meeting.

10. **Policies**

Reserves

The Board discussed the draft reserves policy.

The Board agreed with the proposed target for reserves to be 3-5% of recurrent funding.

The Board approved the policy subject to a minor amendment: the removal of the first sentence of paragraph 6.1 to ensure that the policy accurately reflected the reality of the finance policies in the trust.

Safeguarding

These two policies were approved under the Education update (minute 8 refers).

David Phoenix left the meeting.

11. **Formal approval of Academic Quality and Improvement committee**

The Board approved the establishment of the Academic Quality and Improvement Committee as a sub-committee of the Board and the Terms of Reference (ToR).

Lesley Morrison left the meeting.

12. **MAT Risk register**

The Board noted the updated MAT Risk Register.

13. **Academies Financial Handbook 2020**

The Board noted the paper on the 2020 update to the Academies Financial Handbook. A more detailed paper reviewing the Trust's compliance with the handbook will be presented at the next Board meeting.

14. **Keeping Children Safe in Education 2020 update**

The Board noted the 2020 Keeping Children Safe in Education (KCSIE) update and further the requirement to confirm that all trustees had read Part 1 of the updated guidance at a minimum.

15. **Draft Public Benefit statement**

The Board noted the charity commission guidance on public benefit and the draft Public Benefit statement which would be included in the Annual Report.

16. **Membership of SBA Board and School Advisory Boards**

The Board noted that the Chair is looking to recruit up to two new trustees. A skills audit of trustees will be carried out to help identify skills gaps on the Board.

The Board approved the re-appointment of Tony Giddings for a second term, to finish on 3 June 2022.

**Date of next meeting
4.00 pm, on Tuesday, 15 December 2020**

Confirmed as a true record

..... (Chair)

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**SOUTH BANK ACADEMIES BOARD - THURSDAY, 1 OCTOBER 2020
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Matters arising	7 July 20: Circulate 3-Yr staff investment plan 27 July 20: Report on Nov 2020 budget review following pupil number confirmation 27 July 20: Equality Impact Assessment on new Pay Policy	Before 30 Nov 2020 Before 30 Nov 2020 March 2021	Fiona Morey Helena Abrahams Jacqui Collins	On agenda On agenda Deferred to next meeting to allow for comprehensive report
8.	Education update	Report to highlight the differences between UAE and the UTC safeguarding policies	Before 30 Nov 2020	Dan Cundy	On agenda
9.	Financial reports	Financial report to include: clarification of depreciation issue (equipment and land), capital and significant revenue spending program, revision of 3 year budget	Before 30 Nov 2020	Helena Abrahams	On agenda
13.	Academies Financial Handbook 2020	Report on Academies Financial Handbook to be produced for next meeting	Before 30 Nov 2020	Ciara Carroll	Completed On agenda

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
14.	Keeping Children Safe in Education 2020 update	Email to be sent to trustees as reminder to confirm reading on KCSIE 2020 update		Ciara Carroll	Completed

Agenda Item 5

	INTERNAL
Paper title:	SBA CEOs Report
Board/Committee:	SBA Board December 2020
Date of meeting:	15 December 2020
Author(s):	Fiona Morey SBA CEO
Sponsor(s):	Hitesh Tailor Board Chair
Purpose:	For Information
Recommendation:	The Board Committee is requested to note this report

Executive Summary

The attached report provides the committee with an update of the SBA engagement with the LSBU Group and in particular the new Group strategy and an update on the most recent quality committee meeting and the response to the covid situation.

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CEO's Report
December 2020

Group strategy

The new 5 year Group strategy has been launched across the Group this term. Work is nearing completion on the development of a KPI dashboard that clearly maps each Group institution against clearly defined success targets. For SBA these are linked to student achievement, progress 8 and value added measures along with targets on engagement with employers and student progression and destination. The full detailed set of the strategy KPIs will be ready to share at the next Board meeting.

In order to ensure a whole group approach to the strategy the CEO and Executive Principal are members of a number of key Group strategy development project boards. These include:

- Research informed teaching
- Educational pathways
- Professional technical curriculum
- Research Centres
- Educational pathways
- Inclusivity
- Employer engagement
- Employee engagement

Work is underway to further define the SBA offer and the distinctness of UAE and the UTC, a vision document has been developed and is being shared through the Executive Principal report. A clear distinctiveness of the SBA offer is linked to work on career pathways. The Career pathways work maps our offer across the group linked to 70 different career pathways from entry level through to post graduate, for secondary school children through to adults engaged in lifelong learning. The career pathways aligns clearly with the Groups focus on professional and technical education. We are working to further define this in the context of SBA and see a strong focus on careers education and destinations. The UAE with an academic offer covering STEM, Creative and Digital and humanities pathways and the UTC focussed on Engineering and Health. This enables the schools to provide clear pathways into the College and LSBU. It is recognised that SBA students may well chose to progress to other institutions and/or may return to the Group at different stages in their education and career journeys.

Group Awards

The first annual LSBU Group awards were held this month, the event was held online and attended by 400 staff from across the group. The following awards were given to staff from SBA:

<p>Research in Action Highly Commended Professor Nicola Thomas – LSBU Health Systems Innovation Lab – LSBU</p> <p>Winners Dorraine Robinson – SBA Christ Roberts – LC Professor Daniel Frings – LSBU</p>	<p>Enterprise and Innovation Highly Commended Philip Herzberg – SBA The LAFIC Team – LSBU Professor Hari Upadhyaya – LSBU</p> <p>Winners Mark Martin – SBA Engineering Apprenticeships Team – LSBU</p>
<p>Championing Diversity and Inclusion Highly Commended Annette Moses – SBA Dr Calvin Moorley – LSBU Tanya Roberts – LSBU</p> <p>Winners Hannah Dalton – SBA Dawn Bostic-Cook – LC Sebastian Bromelow – LSBU</p>	<p>Championing the Student Experience Highly Commended Janelle Prime – SBA Rochelle MacDonald – LC Alan Doherty – LSBU Dr Safia Barikzai – LSBU</p> <p>Winners Felipe Lima & North Pallant – SBA Student Service – LC Placements Team for Nursing and Midwifery Courses – LSBU</p>
<p>Act of Kindness Highly Commended Chloe Johnson – LSBU Andrew Crawford – LSBU</p> <p>Winners Barrington Simpson – SBA Uzma Sadiq – LC James Cass – LSBU</p>	<p>Unsung Hero Highly Commended Oneil Barnett – SBA Edwin Castillo – SBA Sultan Khan – LC Jose De Costa Branco – LC Clare Connolly – LSBU Adri Bester – LSBU</p> <p>Winners Samihah Uddin – SBA Hale Pearce – LC Residential Service Teams: Security, Cleaning and Reception Staff – LSBU</p>
<p>Outstanding Leadership Highly Commended Wynell Carter – LC Alessio Corso – LSBU Dr Oswaldo Cadenas – LSBU</p>	<p>Team of the Year Highly Commended Estates Team – LC Maths and English Team – LC Estates and Academic Environment – LSBU Admissions Team – LSBU</p>

<p>Winners David Bell – SBA Clare Dignum – LC Rachel Picton – LSBU</p>	<p>IT Services – LSBU</p> <p>Winners Facilities Team at UAE – SBA Gateway Team – LC Adult Nursing – LSBU</p>
<p>Colleague of the Year Highly Commended Neil Hudson-Basing – LSBU Anthony Moss – LSBU</p> <p>Winners Jacqui Collins – SBA Asma Ahmed – LC Mushaaret Ahmed-Landeryou – LSBU</p>	

SSMW UTC

We await the outcome of our application to the DfE to add SSMW UTC to the SBA portfolio of schools. The Vice-Chancellor has been heavily engaged in dialogue with the DfE and the regional schools commissioner. Senior staff from the trust have been supporting with back office functions and the Executive Principal has invested significant time in supporting the SSMW UTC leaders and has submitted an emergency funding request to the DfE on the behalf of SSMW UTC to address issues with day to day operations and recruitment. We anticipate hearing the outcome before the break for Christmas and will keep the board fully informed.

Quality Committee

The Quality committee met in November and focussed on the ways in which both schools were addressing the impact of COVID on the quality of education and the challenges arising in regard to impact on learning. Both Principals shared detailed actions being taken to ensure all students were able to access high quality learning. The committee heard about the logistical challenges being faced with staff and student attendance impacted by self-isolation and with the complications of delivering in person and online. A number of key documents were shared including the recovery curriculum please see appendix 1 Reset, Recover, Rebuild. The committee were reassured about the care and attention that was going into ensuing high quality teaching and learning was in place across the schools. The Executive Principal gives a full account of academic delivery in his report.

20/21 Targets

The Principals' and Executive Principal's performance in 2019/20 is reviewed annually. The Executive Principal in the case of the school principals and by the CEO in regard to the Executive Principal. Appraisal documentation is then reviewed and agreed by the respective panels and targets for 20/21 agreed. For Principals the panel is chaired by the CEO South Bank Academies along with the Chair of School Advisory Board/Member: Remuneration Committee and an independent School Improvement Partner.

The Executive Principal review is Chaired by the chair of SBA with input from the CEO and an independent school advisor. An update will be given in regard to targets following the panel meeting on the 9th December.

How can schools respond to loss and rebuild life for our communities post pandemic?

There are many matters to consider when planning and preparing the return to school for students and the wider school community. As well as the overriding need to ensure the **safety** of students and staff, there is a growing recognition of the psychological impact of Covid-19 and the wellbeing of children and adults. It is important that **wellbeing** forms the foundation of any approach to opening schools more widely. On this firm foundation, future **learning** will stand.

This document has been heavily informed by Professor Barry Carpenter's thinking regarding a 'recovery curriculum' <https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/> which forms a central part of this strategy. This tool is meant to generate productive conversations and help shape a bolder vision of education when responding to what has been lost during lockdown and rebuilding learning and opportunities for the communities we serve.

It's intention is to act as a living document within your organisation - one that is returned to and reflected upon as time moves on. It should help shape a return that is responsive to the needs of your school community. It also recognises that profound change may be needed, not only to our daily practices but to the very purpose of the education we provide.

Kiran Mahil and Hannah Dalton, School Leaders, London.

What has been lost? Routine, Structure, Friendship, Opportunity, Freedom

In response to the loss our young people are experiencing, Dr Carpenter identifies 5 levers of recovery. These have shaped the questions we ask and possible examples schools may wish to adopt when designing and delivering a holistic return which addresses the multiple needs of the school community.

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- **Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3: Transparent curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations

ALL Students and staff will need some holistic recovery.

RESET for SAFETY

Routine, Structure

RECOVER for WELLBEING

Friendship and Social Interaction

REBUILD for LEARNING

Opportunity, Freedom

Questions

- What logistical problems need to be organised to maintain safe social distancing?
- What does this look like for different subjects? i.e practical subjects where learning space is not 'defined' by desks.
- What new procedures might we need to carry out effective medical attention to staff/students?
- What new routines will we have to practise?
- What visual illustrations could we add around the school to reinforce new habits?
- How do we communicate with staff and students?
- How can we encourage a feeling of safety amongst staff, students and parents?
- How much will we need to practice new routines?
- Are there any new roles needed now to accommodate safety procedures?
- How do we minimize the number of people on site whilst ensuring there are sufficient staff to meet the needs of students?
- How do we communicate new roles to staff?
- How have expectations changed?
- How do we go about establishing expectations of school life with students?
- What are effective ways to manage 'unstructured' time (break/lunch) in schools?
- What quality time will be structured into the day for students to spend with their peers?
- How do we replicate year group identity in a safe way?
- How do we manage the emotional and social needs of our students in a socially distanced environment?
- What adjustments do we need to make to ensure students have some physical freedom and space for expression?

- How do we know what staff and students are feeling?
- How do we continue to know what staff and students are feeling?
- What should we do with the information we gather about how people are feeling?
- How are parents' views/concerns included in informing what will happen upon return?
- How are students' views included?
- In what ways can we recover the relationships we've built with students and their families?
- In what ways can we support students to recover relationships with their peers?
- How do we bring social and emotional learning to the heart of the curriculum offer?
- What creative ways can we devise for students to express closeness without human touch?
- How do we maintain a sense of community or cohesion with those who are in school and still at home?
- What pedagogical frameworks will facilitate teaching with compassion?
- How will home learning be celebrated and shared?
- Staff teams and roles may be different upon return; what opportunities are there for team building before and on return?
- How can we foster strong collaborative teams?
- How can we provide support for staff anxious about the pandemic and return to school?
- What support can we provide staff to manage any trauma experienced by students and staff - do we have robust policies and training in place?

- How do we make the skills for learning in a school environment explicit to our students?
- How do we create and use a shared language that heals the sense of 'lost' time and knowledge?
- How do we recognise and reward the extra curricula learning that has taken place during lockdown? Is there a way this can be 'validated' in some way?
- How can we enhance collaborative and dialogic curricula and pedagogies on return?
- How are Heads of Department supported with medium term curriculum planning?
- Have you planned/do you need to outline an alternative/transition curriculum?
- How do we assess where students are and what do they understand in school?
- How do we assess where students are and what they understand remotely?
- How can we adopt an asset based approach to student learning?
- What is the 'best' way to organise learners on their return to the classroom?
- What would effective and meaningful extra curricular provision look like?
- How can we support higher engagement with extra curricular provision?
- How do we keep the lockdown innovation that is good for learning?
- How do we coordinate work for students who are still learning remotely and students on site?
- What training will be required for staff engaged in online or distance teaching?
- How do we plan for potential future lockdowns?

	Examples	<ul style="list-style-type: none"> • New guidelines for social distancing, stickers on the floor, new signage, sanitiser for each classroom, outside assemblies • Practising the new routines – lining up outside classrooms? • Creative use of outside space • Communicate clearly with students and parent/carers what the focus of the initial weeks back at school will be, and how pupils will be supported to re-engage with learning and the curriculum. Informal, as well as formal, communication may be appreciated, such as postcards to children and young people from their teacher with a few examples of what they will be doing once they return. • Update behaviour policy with a coronavirus addendum • Use the values of the school to communicate new processes and procedures • Give each rule and expectation a name, so they're easier for pupils to understand and remember. This could be as simple as the '2-metre rule' so that pupils remember to keep their distance from each other and staff. • Use the 'now and next' approach to guide each class when they come back. Encourage teachers to slowly reveal activities to students in chunks, rather than overwhelm them with a daily or weekly timetable initially. Staff should write and update 'now and next' plans on the board too (or somewhere else in sight of all pupils in the classroom), so pupils can easily refer to it throughout the day. • Start each day with a carefully planned activity which builds familiarity and safety. Focus on activities that will rebuild trust and relationships between students and staff. 	<ul style="list-style-type: none"> • Listening – weekly check in surveys with students, how they are feeling? Good examples include: <i>Warwick-Edinburgh Mental Health Scale</i>, and <i>CAMH's The Strengths and Difficulties questionnaire</i>. • Assemblies • Co-created Charter for Learning - New routines and boundaries can be discussed and agreed to provide reassurance to allow children • Celebrating acts that live our values. • Activities/lessons focussing on friendship, emotions, and loss are likely to be especially relevant at the current time. • Circle time to start the day - emotions, friendship. Connect with yourself. Connect with each other. • Creative and expressive arts activities to be a central part of everyday. • Practice Mindfulness • Talk as the preferred pedagogy - assessments that get students to express their thought processes while doing a particular task, talking therapies. • Wellbeing risk assessment for staff • Whole school, online training on how to answer student questions about what happens next. • Whole school training on trauma management and elevated child protection; policies on domestic violence (staff/students) 	<ul style="list-style-type: none"> • Teachers to have explicit permission to deviate from the typical curriculum • Support for the 'decolonise the curriculum' movement to equip our students with truth • Remove the immediate pressure of 'catching-up' on curriculum knowledge and instead think about a curriculum that enables children and staff to feel safe and secure in a school context and re-engages pupils in learning. • Issues of performance review suspended • New assessments may be needed • Curriculum delivered as a rolling programme, or for extended or repeated phases, to accommodate a graduated return of students. • Make all expectations clear, break tasks down to subsets and provide supportive and clear feedback during and after each subtask • Scaffold the task and the skills required to achieve learning. • Acknowledge successes and provide explicit feedback on what has been achieved. • Modelling optimism and encouraging them to see the strengths and coping skills they have and encouraging them to notice acts of courage and kindness will help develop a sense of personal efficacy and future. • Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. • Set aside time for departments to build on their bank of recorded lessons - can be very helpful for absent students/cover lessons in the future.
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<p>SOME students and staff receive focussed school based interventions, personalised to their needs.</p>		<p>RESET for SAFETY</p> <p>Routine, Structure</p>	<p>RECOVER for WELLBEING</p> <p>Friendship and Social Interaction</p>	<p>REBUILD for LEARNING</p> <p>Opportunity, Freedom</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 22</p>	<p>Questions</p>	<ul style="list-style-type: none"> In light of what we know about the disparities in the risk and outcomes of Covid-19, what implications does that have for our student and staff base? How do we train staff in new roles or procedures on a rolling basis? Are there staff/students who cannot return for a lengthy period of time? What can be done to enable staff to work flexibly? 	<ul style="list-style-type: none"> How can schools identify those children and families who may require more support at this time? How will all home learning experiences be valued? How are parents' views/concerns included in informing what will happen upon return? Have there been bereavements within the school community? How can you find out? How will you provide support around this? How will we support staff who have experienced bereavement or other trauma? How do we support staff who have substantial or increased caring responsibilities? 	<ul style="list-style-type: none"> How do we effectively identify learners who have fallen behind? How do we respond to learners who have fallen significantly behind? Are there any additional services the school can draw upon to help close the knowledge gaps? In what ways can motivation and aspiration levels be increased for 'disengaged' learners? How can we equip students to support their peers? How can we use student experience of this global shift to help them identify their individual learning styles or ways they retain information?
	<p>Examples</p>	<ul style="list-style-type: none"> One to one support around routines Support with sleep routines Meet with family <p>Staff</p> <ul style="list-style-type: none"> Flexible start/finish times Working from home in non-contact periods if possible 	<ul style="list-style-type: none"> Offered Art / Music therapy sessions Use of garden/green space to help with healing process Encourage children and young people to share their stories about ways in which their community helped each other Have more than one caring adult in the room to be available for additional support or work with children and young people in small groups. Have a bereavement policy in place Taxi/liftshare budget for those reliant on public transport 	<ul style="list-style-type: none"> Use solution focused conversations to find out about these. (Asking with interest, 'what are you good at? And what else?' and if possible deepening the conversation 'When you are at your best what are you pleased and proud to notice about yourself? What does this tell you about what you might be capable of?') School based mentoring to develop students' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Provide a place to calm down such as a 'peaceful corner', where children or young people take time out in a quiet place to regain composure and reduce stimulation.

<p>A FEW students and families may need a longer and deeper recovery period. Schools work with multi agency support to facilitate this.</p>	<p><u>RESET</u> for SAFETY</p> <p>Routine, Structure</p>	<p><u>RECOVER</u> for WELLBEING</p> <p>Friendship and Social Interaction</p>	<p><u>REBUILD</u> for LEARNING</p> <p>Opportunity, Freedom</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 20 of 21 TIER 2</p>	<p>Questions</p>	<ul style="list-style-type: none"> • In light of what we know about the disparities in the risk and outcomes of Covid-19, what implications does that have for our student and staff base? • Are there staff/students who cannot return for a lengthy period of time? • Who will have overview/responsibility for students who are not on site? 	<ul style="list-style-type: none"> • How will we know when a young person's mental health has become a barrier to them being able to function? • Do we have knowledge of and links with external organisations who can provide expertise and support for students and staff? 	<ul style="list-style-type: none"> • How do we effectively identify learners who have fallen behind? • How do we respond to learners who have fallen significantly behind? • Are there any additional services the school can draw upon to help close the knowledge gaps? • In what ways can motivation and aspiration levels be increased for 'disengaged' learners? • How can we use student experience of this global shift to help them identify their individual learning styles or ways they retain information?
	<p>Examples</p>	<ul style="list-style-type: none"> • Phased reintroduction • Maintain small group teaching for longer period • Home/School link worker 	<ul style="list-style-type: none"> • Offered counselling from CAMHS/ PlacetoBe • Family conferencing • Regular check ins with staff who are struggling • Cook & Talk activities Groups of 8 children with 2 adults come together to make something. The table leader gives step by step cooking instructions and at each step the leader reads out a scripted question for the pairs or groups to discuss. • CPD and information sharing about vulnerable students • Consider workload reduction / phased reintegration to face to face contact 	<ul style="list-style-type: none"> • Focus on what has been learnt and build on that • The strategy of 'Stop, Think, Do' is a good mantra for teachers. Stop and think about what the behaviour might be communicating, were these patterns of behaviour evident previously or could they be a reaction to recent events and a result of painful memories being stirred up? Respond calmly and clearly. These children and young people need to be aware that their behaviour has consequences however they require patient teaching, reminders and clear boundaries and expectations that are repeatedly explained in different ways and enforced consistently. Respond to the underlying emotions rather than the behaviour.

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	INTERNAL
Paper title:	Education Update
Board/Committee:	South Bank Academies
Date of meeting:	15 December 2020
Author(s):	Dan Cundy, Executive Principal
Sponsor(s):	Fiona Morey, CEO
Purpose:	For Review
Recommendation:	The board is requested to note the draft strategy and education update

Executive summary

This report covers a number of key areas all to note

Coronavirus update
 Quality of education
 Leadership and management
 Attainment and progress
 LSBU Group link update
 Development update
 Sir Simon Milton Westminster UTC update
 Safeguarding
 Staffing update

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Education Update

Dan Cundy, Executive Principal

November 2020

Coronavirus update

Quality of education

Leadership and management

Attainment and progress

LSBU Group link update

Development update

Sir Simon Milton Westminster UTC update

Safeguarding

Staffing update

Appendix

Coronavirus update

Both schools continue to operate as 'normal' within the constraints of the DfE guidance which is frequently updated. Bubble groupings are working effectively. Cloud-based systems to support the planning and delivery of content as well as assessment and feedback are working well with an increasingly confident and competent staff. Learning gaps are being diagnosed and intervention put in place, including modifying targets. It is of considerable frustration that many key factors have not been determined. For example, it is not fully clear to what degree additional cover teacher costs will be reimbursed.

It has recently been announced that examinations will take place as close as possible to 'normal' in summer 2021 albeit three weeks late and with a series of adjustments made. Some content has been reduced, some examinations will comprise pre-released materials and some examinations will include additional information such as formulae. There are mechanisms in place to support learners who have been significantly affected by Covid. Performance tables will not be published again other than for attendance. Finally, Ofsted inspections will not begin in their usual form until after Easter in almost all cases.

As we approach Christmas in what is a long Autumn term, we expect to see increased levels of staff absence in a normal year as cold and flu season come around. This year, staff with cold and flu symptoms are self-isolating or absent more often and for longer. The requirement for staff cover is higher than normal. This has been managed through additional internal cover – staff including SLT covering for absent colleagues, plus recourse to agency cover teachers. It is unfortunate that the UAE internal cover assistant has been diagnosed as Clinically Extremely Vulnerable and must work from home. The increased internal cover is taking its toll on staff morale and workload, including on SLT, who are more operationally involved than normal. The increased cover costs through agency is causing significant concern on budgets.

In terms of staff management, we have paid close attention to the evolving statutory guidance, which has changed the nature of risk assessments in light of this: some staff are now working from home eg attendance officer at the UTC, advised by trust HR function. A tailored approach is being taken, personalised to staff, requiring significant HR input. Guidance on travel over half term issued to advise staff on non-payment following travel if quarantining is required. Advice has been given in relation to vitamin D. Personalised support has been given to vulnerable and post-Covid staff including occupational health referrals. Flu jabs have been organised and paid for via trust. Schools are responding to staff absence, with changing work patterns being accommodated eg self-isolating teacher without symptoms teaching from home. The entire reception team self-isolating at UAE required significant internal cover and created bottlenecks elsewhere. It is important to recognise the reduced capacity to drive strategic development work due to the increased operational demands of key staff including senior leaders.

We are receiving catchup funding and have successfully applied to the national tuition programme, which will help support 1:1 and small group tuition. Some of this had been budgeted for already at UAE, so the income will support investment elsewhere, for example in devices. As mentioned above, there is significant financial exposure in both schools in relation to Covid. The impact has been estimated. We are seeking support from the trust board to minimise the impact on revenue budgets by agreeing some investment from reserves.

We have continued to work with LSBU in relation to Covid planning and activity. For example we were part of the group-wide BDO audit and have been working with Ben Baker in H&S on implementation of an app, SafeZone as an audit recommendation.

Wellbeing continues to be a big area of focus at both schools. Principals are actively engaging in reviewing operations to avoid the risk of burnout and further sickness absence through workload reduction initiatives. For example some training has been moved online to give staff greater flexibility. Considerations to timetable and the length of the teaching week are being considered. Department reviews have been postponed. There are concerns being reported around loneliness and isolation, particularly amongst young staff. More collegiate activities are in place (fantasy football league, baking competitions) to mitigate. To support student wellbeing there is much work being done. At the UTC there is an increased pastoral and advice capacity to give students personalised support. At UAE the 'recovery curriculum' work has supported students with increased opportunities to express themselves and to report worries.

The UTC hosted an online Ofsted monitoring visit, as part of the inspectorate's programme of intelligence gathering in relation to Covid. The visit was developmental, professional and constructive and the principal felt the school was able to account for its actions positively. The visit was not an inspection, did not generate a grade, but did produce a factual letter to parents. A writeup of the visit from the principal's perspective is in the appendix below.

Quality of Education

Considerable attention has been paid to making sure as best as possible that the quality of education in both schools is not being held back by Covid. At UAE, the bubble system requires staff to travel between student groups, who remain in classrooms. Management presence is in place to minimise transition times and ensure calm, settled conduct. The Google Classroom environment has been further embedded with staff, who are increasingly confident and competent in multi-channel education.

As an indication of the lengths gone to in order to maintain a high quality of education, the photo below shows a lesson where the class teacher is self-isolating, teaching a live lesson from home onto the whiteboard screen to the students in the classroom. The classroom is being supervised by a non-specialist member of staff. Concurrently, the lesson is being livestreamed via a laptop to the homes of some students in the class who are themselves self-isolating.



There is an increased number of Chromebook devices available in student bubble groups to support learning, with more devices being configured to support students learning from home. Intermittent IT challenges have been dealt with positively and quickly. At the UTC staff continue to use the Microsoft Teams platform for content creation, storage, delivery and assessment. This is flexible and suits a rapid pivot to remote delivery as and when required.

Increasingly, marking and assessment are taking place through Classroom/Teams. This includes high frequency, low stakes testing used to support responsive teaching. Likewise, markbooks are online, enabling better tracking and triangulation for management purposes.

Leadership and management

Quality assurance is taking place through learning walks at both schools. At UAE there is a focus on engagement and challenge plus Rosenshine's Principles of Instruction. At the UTC learning walks are aligned to agreed focus areas led by SLT. Deeper reviews take place at UAE through Departmental Reviews, which have been postponed currently. At the UTC a Deep Dive review took place in the week beginning 30th November with support from external leadership capacity. All departments at both schools are refining their development plans and self-evaluation documents, a sample of which is below.



Create your future

Department SEF

2020/21

Subject: Mathematics
HoD: Pellumb Ahmetaj

Quality of Education

OFSTED Criteria	Questions	Response
<p>INTENT The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>Knowledge Organisers</p> <ul style="list-style-type: none"> How are these being used by students? Can you give examples How is the distinction <u>made between</u> subject specific vocabulary and generic vocabulary? How do they link to module and summative assessments? How are they used to support <u>homeworks</u>? <p>Schemes of Learning</p> <ul style="list-style-type: none"> Are they in place for staff and <u>LA's to</u> access easily? Are you able to articulate the rationale 	<p>Knowledge organisers are in place for every module for every year group. End of unit assessments and reflections occur however these are currently not being linked back to KO's. Handing <u>students</u> the knowledge organisers before the beginning of a unit of work would remedy this easily.</p> <p>Terminology is highlighted and used throughout the curriculum <u>in regards to</u> specific vocabulary. Emphasis needs to be placed on explaining what "hence", "Show that", "prove" means in a mathematical sense. Teachers model use of language generic and specific.</p> <p>Modular assessments are directly linked to the content covered as they are sourced from the same curriculum provider.</p> <p>HW is set on external website and language used on KO's and HW website match very well. KO's can be edited to include the correct clip</p>

The appraisal process has been concluded for all staff bar Principals. Professional development is offered in both schools to further support improvements in the quality of teaching, related to particular areas of focus. At UAE for example, the focus is on 'great teaching that is challenging and engaging'. Staff have joined project groups aligned to the Great Teaching Toolkit to support their addressing their areas for development. There is an improved mechanism for recognising great teaching through learning walks: senior leaders are developing a model which will enable very strong practice to be better shared. This is intended to feed in to another trust-wide CPD event and inform a trust wide staff development strategy. At the UTC CPD has split off into joint practice development, with trios of staff engaged in research projects aligned to their joint strengths and areas for development. Middle leaders at the UTC are being given particular development to support their capacity, including enrolment on the NPQSL course and visits to Ron Dearing UTC, the outstanding UTC we are working with on external review and validation.

Additional leaders are being developed at UAE through the Associate Senior Leader scheme: these unremunerated positions are intended to support the growth and development of a tranche of strong middle leaders.

Curriculum development and review continues to take place. It is likely that the UAE 6th form will cease to offer the BTEC level 3 extended diploma in engineering as this risks cannibalising the UTC's offer and fails to offer sufficiently distinctive choice across our trust. This decision may be hastened in light of immediate staffing challenges. In its stead it is important to retain a technical/vocational footprint at UAE, which is suggested to comprise BTECs in business and creative digital media. These will be popular choices amongst internal students, offer distinction between UAE, the UTC and SSMW if it were to join the trust. These courses would sit well with the A level offer and would work effectively with the career pathways model, aligned to undergraduate courses at LSBU.

Attainment and progress

It is known nationally that there has been lost learning based on a disrupted education experience in the last few months, and that this lost learning has been unequally felt – disadvantaged groups nationally most likely to have been impacted. A key activity for the early part of the autumn term was to assess students, particularly in Year 11, to identify learning gaps as a result of Covid. This is particularly important as examinations at the end of Year 10 did not take place as normal. The information drawn from these assessments is used to redraft academic targets, but particularly to arrive at a curriculum which supports attainment and progress based on accurate diagnosis and which is able to give personalised intervention and support for learners.

At the UTC, we are awaiting feedback through our provider, Redborne, for a UTC-specific analysis of Year 11 and 13 performance. There is some complexity due to the churn in students from the start of Year 10. This information will be published when available. At UAE, the picture is clearer, with a current Attainment 8 score of 38.63 and a Progress 8 score of -0.76. It is apparent that for some students there has been no lost learning, but for others it is considerable, resulting in a more polarised year group in terms of knowledge: intervention is being targeted here to address this.

	Year 11 2018 to 2019			Year 11 2019 to 2020			Year 11 2020 to 2021		
Exam series	Date	Progress 8	Attainment 8	Date	Progress 8	Attainment 8	Date	Progress 8	Attainment 8
Y10 mid-year	Jan 2018	-1.36	31.93	Did not sit			Dec. 2019	-0.97	36.89
Y10 end of year	June 2018	-1.14	34.57	June 2019	-1.02	37.66	Lockdown		
Y11 mid year	Dec. 2018	-1.02	36.24	Jan 2020	-0.67	41.15	Oct. 2020	-0.76	38.63
Y11 spring	April 2019	-0.87	38.01	Lockdown			Feb. 2020		
							April 2020		
Y11 final grades	June 2020	-0.53	42.18	June 2020	0.15	49.39			

LSBU Group link update

- On the back of the group 2020-25 strategy launch, SBA has drafted its own proposition document including key elements of distinctiveness. The full document is in a separate document after this report; the key areas which define the distinctiveness of the trust are below.



- The executive principal and both schools are working to refine a strategic 'ask' of LSBU in order to support its development and distinctiveness. This will include academic input, enrichment support, advice and guidance, access to facilities, support for progression and more, and will enhance the likelihood of students following pathways within the group.
- iTrent migration is being handled, through LSBU. This will support payroll and HR function.
- The LSBU Group Fundraising Committee continues to work on initiatives which will benefit SBA learners including prizegiving and food poverty schemes.
- SBA continues to work with the group on EDI. Staff CPD led by LSBU will support the publication of the Group inclusion strategy document. This will capture much of the leading-edge work at SBA including decolonising the curriculum and work in relation to BLM.
- SBA have participated in group-wide audits including on network security and on data security. Actions have been completed by SBA network managers in response to audit comments.
- LSBU Estates have supported with lease negotiations for the UTC with the landlord, Trinity Academy and the ESFA. This is ongoing but the shared use agreement has now been signed.
- The CEO and Executive Principal are members of a wide range of Group strategy implementation groups including student journey, EDI and inclusive leadership.
- Discussions are ongoing in relation to pathways into Group from SBA. This includes mapping the UTC's HNC content so that it can facilitate entry onto Year 2 of an LSBU engineering degree programme.
- The CEO has facilitated sharing of EMSI Labour Market Information data across the group into the trust to benefit the quality of advice and guidance
- The Executive Principal will re-establish plans to secure student mentoring within the School of Business
- The Executive Principal will work with the School of Health and Social Care to explore facilities value add and interviews with a view to early offers of places at LSBU; this will be extended into the School of Engineering
- The CEO and Executive Principal with SBC leadership are exploring opportunities to collaborate on catering and other matters to increase efficiencies.

Development update.

- Health specialism at the UTC continues to be embedded, with NHS support particularly from GSTT. Identifying potential value add.
- The CEO and Executive Principal are working with other stakeholders in relation to Health Tec, the new health facility at Tabard Street, which will provide teaching resources for SBA and feeder schools.
- Apprenticeship offer. SBA now on the Register of Apprenticeship Providers. Apprenticeships tentatively offered for 2021 first delivery under review noting Covid-19 recruitment freezes. LSBU are offering logistical and practical support. The Executive Principal met with Sammy Shummo, Group Apprenticeships Director, for initial discussions.
- Commissioned Places Model / Curriculum Partnership. Pilot project being developed with Archbishop Tenison's School in Croydon for potential 2021 launch in engineering and health. Remote and blended learning model to support. Paused currently in light of engineering staffing uncertainty. SBA has been approached by Platanos College for a similar offer, which will be explored.
- LSBU supporting with refined list of single academy trusts to be approached in relation to expanding SBA through organic growth. To be followed up by the Executive Principal and Mike Simmons.
- Southwark meeting held with Mike Simmons to explore scope of skills-related free school bid. We are still awaiting briefing document from Southwark.
- T level expression of interest rejected on the basis of student numbers in the qualifying period (2018-19). Future application potentially to be pursued this year.
- Engineering PGCE joint with LSBU facing significant challenge: D&T government bursary has been withdrawn, while maths and physics PGCE bursaries remain at £26000. Survey to be issued to final year LSBU undergraduates.
- Development of STEM extended curriculum offer with LSBU via EU bid – awaiting outcome of bid.
- Development of Year 14 offer for future cohorts – funding and marketing model being developed.

Sir Simon Milton Westminster University Technical College

We are still awaiting the outcome of the Regional Schools Commissioner's decision as to whether SSMW UTC will be sanctioned to join SBA. SBA central team continues to offer informal support for finance and HR and is beginning to join up an approach for marketing. This continues to generate income albeit at a cost to bandwidth. The complexity of operations at SSMW has also proved challenging. However the impact of SBA has been welcomed, particularly with regard to HR

In the interim, SBA are informally supporting some of their functions, including HR and finance. This support has been approved by their governing board and generates revenue for SBA while ensuring we are well briefed as to the issues the UTC faces and embarking on a journey to better prepare the UTC for transfer to a new MAT.

The executive principal has been working with SSMW leaders on curriculum planning in order to crystallise the unique offer for 2021 intake, in preparation for marketing and student recruitment activity. It is likely that regardless of the MAT selected, if open, SSMW would elect to introduce our preferred digital second specialism. To that end, the executive principal is meeting with IBM with a view to securing their support and potentially introducing their proprietary P-Tech model.

In the absence of a decision, the VC and others have been lobbying and supporting the SBA business case. Following some pressure, the RSC has invited and supported SBA to submit a bid for emergency funding for SSMW. This would give much-needed injection of staffing capacity, including at senior level, to address urgent need including in self-evaluation, improvement planning, Ofsted preparation, pastoral leadership, SEND. If the funding is granted SBA will oversee it and retain accountability. It will generate a revenue stream which will support our own central capacity, for example increasing our administrative, finance and HR capacity.

Safeguarding update

The safeguarding updates below are

UAE



Safeguarding report to the trust board

- Date of report:05/12/2020
- Name of designated safeguarding lead: Jason Badu
- Name of nominated governor for safeguarding: Chris Mallaband
- Date the single central record was last checked by a senior member of staff: Nov 2020
- Note all data presented is year to date.

Training and safeguarding updates

Role	Number of people	Date of training	Course attended
All Staff	All Staff	Aug 2020	First day training on 2020 KCSIE

Vulnerable students

	Number of pupils
Children with an education, health and care (EHC) plan or statement of SEN	14
Looked after children	2
Children with a social worker, identified Early Help or Emergency Protection Order or identified as 'in need'	26
Commentary on vulnerable students	<p>We have restarted our intervention meetings where we discuss all vulnerable students and put interventions in place.</p> <p>All vulnerable students have a safeguarding lead who is dedicated to them and is their 1st point of call.</p>

Referrals and incidents

	Number
Allegations made against staff	0 - none to the LADO
Child protection referrals	4
Reported bullying incidents	35
Reported online safety incidents	N/A
Reported racist incidents	Including in the bullying incidents
Number of extremist concerns	0
Number of female genital mutilation concerns	0
Number of forced marriage concerns	0
Number of mental health concerns	63 - Taken from the following categories - Suicidal, Self harm and other.
Number of accidents reported to RIDDOR	0
Commentary on referrals and incidents	<p>Online safety incidents - We are currently reconfiguring Senso to capture all online safety concerns.</p> <p>We have now added mental health as a category on CPOMS.</p> <p>There has been an increase in mental health cases.</p> <p>There has been an increase in both self harm and suicidal concerns.</p>

Approval and review dates of relevant policies and procedures

Policy	Date of last review	Date of next review
Safeguarding/child protection	OCT 2020	July 2021
Online safety (including sexting)	DEC 2018	DEC 2019
Children going missing from education		
Allegations made against staff	DEC 2018	DEC 2020
Anti-bullying	DEC 2018	DEC 2019
Behaviour	DEC 2018	DEC 2020
Health and safety	DEC 2018	DEC 2020
Recruitment and selection	N/A	N/A
Staff code of conduct	N/A	N/A
Whistle-blowing	DEC 2018	DEC 2020

Strengths in safeguarding arrangements

- CPOMS and recording safeguarding concerns
- Strong Safeguarding Team
- Good safeguarding procedures put in place
- Intervention Meetings
- Safeguarding assemblies for all students.
- Resources and courses available for all staff

Areas to develop	Actions to achieve this
<ul style="list-style-type: none"> • Policies need to be updated • Update categories on CPOMS • Create a safeguarding procedure 	<ul style="list-style-type: none"> • Meet with SLT and update all policies • Meet with safeguarding team and re-categorise CPOMS. • Produce documents and share with the safeguarding team and all staff.

UTC



Safeguarding report to the trust board

- > Date of report:1.12.2020
- > Name of designated safeguarding lead: Rob Harding
- > Name of nominated governor for safeguarding: Beau
- > Date the single central record was last checked by a senior member of staff: 16.11.2020
- > Note all data presented is year to date.

Training and safeguarding updates

Role	Number of people	Date of training	Course attended
Teaching staff	All of them	24 th August And all subsequent newly joined staff i.e. new Receptionist (Alisha)	First day training on 2020 KCSIE

Vulnerable students

	Number of pupils
Children with an education, health and care (EHC) plan or statement of SEN	7
Looked after children	2
Children with a social worker, identified Early Help or Emergency Protection Order or identified as 'in need'	13
Commentary on vulnerable students	We have 26 vulnerable students that we monitor and discuss weekly. All of these vulnerable students have either a social worker, family worker, police intervention, CAMHS input or EWS notice against them.

Referrals and incidents

	Number
Allegations made against staff	0 – none to the LADO

Child protection referrals	<i>Early Help - 5</i> <i>MARF - 7</i>
Reported bullying incidents	45
Reported online safety incidents	0
Reported racist incidents	2
Number of extremist concerns	0
Number of female genital mutilation concerns	2
Number of forced marriage concerns	2
Number of mental health concerns	12
Number of accidents reported to RIDDOR	0
Commentary on referrals and incidents	Increased number of mental health incidents with one student sectioned.

Approval and review dates of relevant policies and procedures

Policy	Date of last review	Date of next review
Safeguarding/child protection	<i>Nov 2020</i>	<i>July 2023</i>
Online safety (including sexting)	<i>Nov 2020</i>	<i>July 2023</i>
Children going missing from education	<i>No separate policy</i>	
Allegations made against staff	<i>Nov 2020</i>	<i>July 2023</i>
Anti-bullying	<i>Nov 2020</i>	<i>July 2023</i>
Behaviour	<i>Nov 2020</i>	<i>July 2023</i>
Health and safety	<i>Nov 2020</i>	<i>July 2023</i>
Recruitment and selection	<i>Nov 2020</i>	<i>July 2023</i>
Staff code of conduct	<i>Nov 2020</i>	<i>July 2023</i>
Whistle-blowing	<i>Nov 2020</i>	<i>July 2023</i>

Strengths in safeguarding arrangements

- *The number of colleagues of team for the size of the school*
- *Confidence to refer by staff*

Areas to develop

- *Confidence and knowledge of students in safeguarding issues*

Actions to achieve this

- *On-going*

Staffing update

Two Christmas leavers at UAE including an engineer and English teachers. New head of MFL starting in January to replace vacant position. One long term sickness. There is a concern about the loss of engineering specialist teachers – of the three on the staff last year, two have left including one to the UTC and the third applying elsewhere including to the UTC. This leaves a lack of capacity to manage and administer BTEC courses. A lack of specialist subject knowledge will hinder delivery of the level 3 extended diploma course. A joined-up approach is being finalised with both schools working with the executive principal to arrive at a plan. A longer-term re-evaluation of the curriculum is required.

At the UTC one experienced engineering teacher is leaving at Christmas. The Director of engineering is on long term sickness. Another new engineering hire has been dismissed on probation, leaving the team short on experience, particularly in management. An interim solution is to expand the maths faculty to include engineering, with the Director and 2i/c stepping up to oversee both areas. Three new engineering graduates recruited which requires intensive support for teacher training – final week of term intensive training. Still seeking chemistry teacher following dismissal of teacher earlier in the term on probation.

The central team has been under some pressure in the autumn term in line with annual workload peaks in relation to staff onboarding and pay reviews, year end and audit. Additionally, the team has been particularly stretched by their work supporting Sir Simon Milton Westminster UTC.

Appendix

Ofsted visit – South Bank UTC

Ofsted visit notes from South Bank UTC. 11th November 2020.

The preliminary call was received 9th November 2020 at 10am and took 21 mins in total. The purpose of the call was to establish that this was not an inspection as such but more an opportunity for the visiting HMIs (virtually held) to gather information for the production of a full report of collated best practice from all the Ofsted visited schools. The full report will be published to all schools in February 2021.

The tone of the conversation was very positive and in our case the Jude Wilson (Lead HMI) repeatedly shared her appreciation of all the hard work and challenge faced and thanked us for our willingness to share.

Jude Wilson (Lead HMI) gave us a breakdown of the main expected parameters for the day then it was agreed that we will schedule all virtual meetings on Microsoft Teams. The key focus of the visit was on the impact of Covid-19 on the school, the school's curriculum was a big focus area and was the largest of the sections discussed.

Please note that there were two HMIs Jude Wilson & Sophie Welch that joined us and no paperwork or documentation was requested of us ahead of these meetings, we had been informed that we could invite anyone we deemed vital. We were asked provide information about FTE of staff and be ready to discuss attendance.

Here is the meeting schedule:

Visiting team: Lead HMI, Jude Wilson and Sophie Welch.

When?	What?	Who?
09.25 am	Teams Arrival & Introductions	
09.30 am - Meeting 1.	Context of School (30 mins)	Dan Cundy (Executive Principal, South Bank Academies) Mr Austin Sheppard (Principal) Mr Rob Harding (Vice Principal) David Bell (Assistance Vice Principal)
10.00 am	Break	
10.10 am - Meeting 2.	Behaviour (30mins)	Mr Austin Sheppard (Principal) Mr Rob Harding (Vice Principal) David Bell (Assistance Vice Principal)

10.40 am	Break – Remembrance Day Extension	
11.05 am - Meeting 3. Actual	Safeguarding (45 mins) 25 mins	Mr Austin Sheppard (Principal) Mr Rob Harding (Vice Principal) Safeguarding Lead David Bell (Assistance Vice Principal) Sagal Abdillahi (PA to Principal) SCR/HR Administrator
11.45 pm - Meeting 4. Revised Start 11:30 Actual	Attendance (30 mins) 25mins	Mr Austin Sheppard (Principal) Mr Rob Harding (Vice Principal) Safeguarding Lead David Bell (Assistance Vice Principal)
12.30 pm Revised start 12:00pm	Lunch	
1 pm – Revised start 12:30pm Meeting 5. Actual	Curriculum (60 mins) 1.5 hours	Mr Austin Sheppard (Principal) Mr Rob Harding (Vice Principal) Safeguarding Lead David Bell (Assistance Vice Principal)
2:00 pm	End	
2.30 pm - Meeting 6.	SLT – Debrief & Overview	Mr Austin Sheppard (Principal) Mr Rob Harding (Vice Principal) Safeguarding Lead David Bell (Assistance Vice Principal)

Meeting 1 - context.

Some of the context had already been established in the preliminary phone call received on the previous day. The conversation in the context meeting on the day was focused general feeling of covid-19 impact on student and staff.

Trust involvement in this section was excellent to have, we thank Dan Cundy (Executive Principal, South Bank Academies) for being available to us.

Inspectors were keen to hear about how students were supported at home during lockdown via digital learning/remote learning strategies and also how SEND and vulnerable children were specifically supported during this period.

Inspectors were equally keen to hear about how the school had supported learners re-engaging with learning on return to school in September.

In terms of staffing, inspectors asked to hear about any challenges with training we'd experience during lockdown and on return to school in September.

Inspectors were also interested in how we maintained staff wellbeing at this challenging time.

We did take the opportunity to share with the inspectors that staff attendance to school has been consistently very good which, given the challenges and anxiety we all face, has been most helpful and appreciated.

Meeting 2 - Behaviour

This meeting was attended by SLT and was focused on how behaviour has been affected by Covid and how we tackled those challenges at the school in different ways.

The inspectors were more interested in the processes & policy amendments and asked how changes were implemented. Examples were offered and successful strategies shared which they recorded.

Meeting 3 - Safeguarding.

The safeguarding meeting was held with the DSL, it was also attended by Sagal Abdillahi (PA to Principal & SCR/HR Administrator). They were keen to hear about how we've conducted any recruitment of new colleagues and how we ensured that we maintained the quality of recruitment procedure there but also maintained the required safety (DBS, reference checks and safer recruitment,) when hiring new colleagues remotely.

Conversations were focused around student safeguarding and any issues with behaviour since students have returned and how the school have looked after students over the lockdown period. There were also questions around how the SCR has been managed during lockdown and whether or not it was up to date now and in good order. The inspectors sought examples of how we recruited colleagues during lockdown and also how we supported students and have managed any behaviour incidents since we returned to school in September.

Inspectors were keen to hear about how the school knew that students were safe during lockdown and information regarding referrals and concerns post-lockdown.

This meeting ran ahead of the scheduled 45 mins which we can look on favourably on how robust our safeguarding systems are.

Meeting 4 - Attendance.

Again this meeting was attended by SLT, the conversations linked to the above around students' attitude to learning' and their engagement with learning as we've re-acclimatised them back into normal school life since September and how this may have impacted their attendance.

The SLT provided information about attendance lost to covid-19 specifically and discussed systems in place that worked well to manage and record absences, the wider pastoral teams continued contact with parents both in lockdown and the new academic year.

Inspectors were keen to know about leavers during lockdown and how we logged further destinations for outgoing students.

Meeting 5 - Curriculum.

From the preliminary conversation around the schedule during the call, it was made very clear that this was a key focus of this meeting for the visiting inspectors. There was a high emphasis on challenging questions specific to teaching and how we made sure we continued student learning remotely during lockdown but also how we've re-engaged learners back into school-based learning since September. Core subjects English, Science and Maths had been the main areas discussed, briefing notes from Directors on this section was invaluable. Questions were answered on either year group or subject basis.

With the invaluable information provided by Directors SLT was able to give clear examples of how assessment was used to check the readiness of learners to move onto new learning and re-engage again in what was our normal curriculum.

Interestingly, due to its importance of this section, the meeting ran over by 30 minutes. Furthermore, they were interested to hear if the offer of our curriculum had been affected in any way due to COVID and, if so, where.

Meeting 6 - Next steps and departure

This was a meeting between myself and fellow SLT. Jude Wilson (Lead HMI) explained the next steps and that we can now expect to receive a formal letter from Ofsted summarising the information gathered from us in apparently 18 days. We will then have 5 days to liaise with Ofsted with regards to its factual accuracy which is a similar setup when to Section 5 inspections. Jude Wilson (Lead HMI) also explained that the letter can be no longer than 300 words and apologised in advance that we might be disappointed in that given we'd spent a whole day working together on its production.

The verbal feedback we received was positive and both I and my deputies were thanked for our time and support throughout the process which I felt it wise to reciprocate.

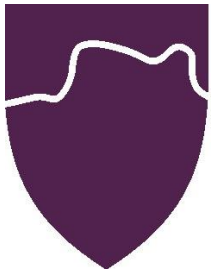
I look forward to the final report in February 2021 as I hope, as we all do, that it might be a useful document for us to use together.

Many Thanks



Austin Sheppard

Principal



South Bank Academies

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South Bank Academies Proposition

Part of LSBU Group

LSBU Group is a family of education providers, led by London South Bank University. We work to a shared educational framework across secondary, further, higher education and beyond.

The LSBU Group is unique in its structure: a university established over 125 years ago in south London; a thriving apprenticeship arm; an FE division comprising Lambeth College; an enterprise and research component as well as South Bank Academies, a multi-academy trust. The group is highly distinctive, able to re-draw the education map, breaking down barriers between types and levels of education, aspiring to create career pathway qualifications integrated through the group.

The LSBU Group: a distinctive approach

We deliver real world impact through teaching, research and enterprise. We are able to harness the intellectual and physical resources across the Group to meet our mission of offering:

1. Social mobility
2. A student experience designed around our students
3. Professional and technical education
4. Impact through insight
5. Strength from diversity
6. Engagement with place



The LSBU Group 2020-25 strategy has a mission centred on six main themes including social mobility and a personalised student journey with a particular focus on professional and technical education. It aims to positively impact on one million lives by 2025, generate £5 billion of economic impact, increase students' social and cultural capital and create impactful and high quality research.

The strategy is built on four strategic pillars:

- Access to Opportunity
- Student Success
- Real World Impact
- Fit for the Future

Goals in each pillar are linked to United Nations Sustainable Development Goals (UNSDGs).

The benefits of the group approach include the opportunity to provide access to education for all, linked to career pathways; the creation and adoption of research which helps us break down barriers to educational success, tackling social disadvantage; fostering a learning culture across the group and giving all parts access to industry standard facilities.

About South Bank Academies

Who We Are

South Bank Academies is a Multi-Academy Trust founded and sponsored by London South Bank University. The Trust currently has two academies, UAE South Bank in Southwark and South Bank UTC in Lambeth. Both serve highly diverse communities, with levels of deprivation well above national averages.

UAE South Bank was founded in 2014 and serves the communities of Walworth and Elephant & Castle. It is a non-selective, mixed 11-18 school, and has a STEAM specialism. Delivering a broad curriculum UAE aims to develop students' ambition, confidence and social responsibility within a challenging educational environment where students are able to develop agency in their learning. The 6th form has grown rapidly around an expanded core of A levels.

South Bank UTC opened in 2016 in Brixton Hill. It is a non-selective, mixed 14-19 school with specialisms in engineering and health. As one of a network of 48 University Technical Colleges nationally, South Bank has sponsorship not only from LSBU but also industry in the form of Skanska (engineering) and Guy's and St Thomas' and King's College NHS Trusts (health). The UTC's narrow curriculum is supplemented by authentic projects co-created with sponsors designed to develop students' technical and professional skills. The 6th form curriculum focuses on engineering or health technical qualifications supplemented by a narrow range of STEM A levels.



Our vision is to provide excellent education for our learners in its widest sense, securing excellent outcomes, providing unrivalled care, advice and guidance and supporting high value pathways into higher education, employment or apprenticeships.

Our Mission

- To provide world-class quality of education for all our students, irrespective of background or characteristics.
- To provide a high quality, innovative curriculum with access to great resources.
- To offer strong, specialist teaching in inspiring learning environments.
- To support our students to develop powerful knowledge to support high levels of attainment and progress and support progression.
- To provide outstanding, personalised care, information, advice and guidance.
- To offer a breadth of opportunities for our students to develop social and cultural capital.
- To develop students' employability and professional skills through access to enriching experiences.
- To prepare our students to be positive citizens who actively improve the lives of others in their community and wider society
- To prepare our students effectively for successful, high value careers, with a focus on the professional and technical.
- To secure opportunities for our students through close partnerships with the LSBU Group, employers and a wide network of stakeholders.



What We Do

We have thought deeply and researched widely to design and teach a high quality, innovative curriculum around the needs and aspirations of our learners, which relates to their context. This gives them strong academic outcomes, supplemented by the technical and professional knowledge and capabilities to be able to thrive in the future economy. We innovate in order to develop our students' social and cultural capital and have cultivated partnerships to give students authentic experiences of the workplace. We give our students excellent opportunities, support and guidance to support their pathways.

Our academies are strongly aligned to the University and to South Bank Colleges and regularly collaborate on programmes which enrich the curriculum, raise the social and cultural capital of students, enhance the professional development of staff and support efficiencies in our operations. Our academies benefit from support from the employers and institutions who play an active role in curriculum enhancement, student enrichment and governance.

Following their studies at the UAE or UTC, students advance to higher education, apprenticeships or directly into employment. Many students who progress to university choose London South Bank University although our students are successful in securing places in a wide range of universities and do so with the guidance and support you'd expect from a progressive education provider.

Our Values

Our ambitious, aspirational, inclusive spirit is captured in the values we share with the wider LSBU Group. We are

EPIIC:

Excellence

We set high standards of ourselves and aspire to excellent outcomes in all realms of our work.

Professionalism

Our students and staff will be highly professional in their conduct, taking responsibility and embracing collaboration; our students will be able to thrive in the professional workplace.

Integrity

We communicate with transparency and respect, creating a working and learning environment based on trust.

Inclusivity

We celebrate being a diverse and vibrant community, where there are no barriers to success or inclusion and where we view our diversity as a source of strength. We offer opportunities to thrive and excel through mutual respect and learning from each other.

Creativity

We nurture the inherent curiosity in our students and staff; we lead innovation to drive excellence.



Our Education Framework

Our Educational Framework is a set of principles for curriculum design and the wider student experience that articulates our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world. The Educational Framework reflects our commitment to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success. There are four key characteristics of our distinctive approach to the curriculum and wider student experience:

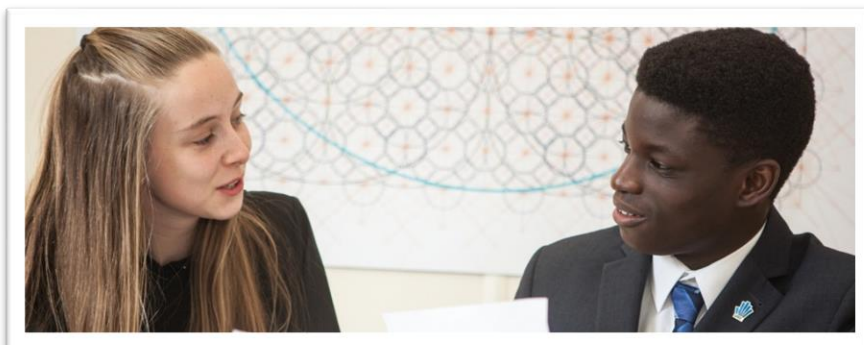
- Develop students' academic, professional and technical knowledge.
- Develop our students' attributes, capabilities and behaviours aligned to our values.
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum.
- Foster close, positive and mutually beneficial relationships with the diversity of our stakeholders.



Our Ambitions

1. Through an increasing and diversifying range of provision, we will offer excellent learning and development for learners in our communities. The breadth of our provision, including technical, professional and academic, will support students aspiring to a wide range of destinations and pathways. We will look beyond traditional concepts of phase and place in our educational offer.
2. We will lead the way in ensuring that all students, regardless of background are able to achieve very high levels of attainment and progress. A particular focus on the achievement of boys and disadvantaged learners will result in no significant gaps in performance internally.
3. We will leverage membership of the LSBU Group along with our network of employer partners and other stakeholders to be significantly beneficial to the learning, personal and professional development of our learners, staff and wider community.

4. Our increased size, whether through increasing the number of schools in the trust or through other avenues of growth, will create economies of scale and central capacity to drive further improvement in provision across the trust.
5. Our curriculum will continue to innovate and respond to wider change, supporting learners to achieve excellent outcomes in line with the demands of the future economy. We will embrace opportunities in technical education including T levels and apprenticeships in our specialist fields.
6. We will be leaders in understanding labour market information in order to advise, guide and support our learners. We will create and use insight and research to develop our pedagogies and make strategic decisions rooted in evidence.
7. Our learning environments will be inspiring and professionally appropriate, enabling learners to secure the knowledge and skills to thrive. We will use our structure to create opportunities to access specialist and technical facilities unavailable to students outside the group, for example using our university or employer partners' resources.
8. We will contribute to increasing the profile and reputation as part of the LSBU group, securing high levels of learner and parent satisfaction and increasing student recruitment, not just to trust provision but also more widely.
9. We will enrich our curriculum to develop students' metacognition, professional and technical skills in line with the demands of the wider economy and higher education. Our learners will secure excellent destinations into university, employment or apprenticeships.
10. We will offer compelling and powerful organisational development driving excellent staff recruitment, development and retention. We will create opportunities to innovate our staffing and leadership functions across the trust and potentially across the group.
11. We will improve social mobility, developing our communities' social and cultural capital. We will create powerful opportunities for our students to challenge their thinking, broaden their horizons and social networks. We will support our students' aspirations.
12. We will develop the Career Pathways model across the group, supporting students with their pathways into chosen careers. This approach will help remove barriers to progression through age, phase and place.
13. We will be diverse by design rather than by default. We will build on work to drive equity and fairness and use our diversity as a source of strength, using this to support our communities.
14. We will be a positive force in our community, serving our local area as well as forging international links, mindful of our place in the world. In doing so we will benefit the communities we serve and support our students to become good citizens.
15. We will continue to build our organisational culture, with values-driven leadership supporting our journey. We will offer exceptional support.



Strategic Priorities

Student Success

- Innovate curriculum to drive the acquisition of powerful knowledge, to support the development of professional and technical capability and to build social and cultural capital
- Refine and develop pedagogies to further improve the quality of teaching, learning and assessment to secure excellent outcomes for all learners regardless of background within a knowledge-rich curriculum
- Further develop delivery and assessment models which support high quality responsive teaching based on high-quality, personalised feedback
- Develop and embed evidence-informed approaches to closing the gap between groups of learners, especially boys and the most disadvantaged
- Continue to build support for learners with a focus on high quality advice and guidance to support destinations and pathways; improve access to labour market information and support from external stakeholders
- Further improve and align self-evaluation and improvement planning, using rich data and other management information to improve the quality of education
- Develop a trust-wide approach to staff development and talent management in order to support recruitment, progression and retention of high quality staff
- Generate, share, publish and learn from insight and research within, across and beyond the group in order to increase expertise and improve the quality of education.

Access to Opportunity

- Create a wider range of high quality education pathways to cater for the diversity of our current and potential learner population
- Embed interaction with stakeholders, sponsors and partners in a systematic way such that all students benefit and transfer into high quality destinations is supported and enabled
- Develop a sustainable network of support to mentor and guide learners through education and into their chosen next steps

Real World Impact

- Leverage LSBU group relationships to drive research to benefit the quality of teaching and learning. Ensure that insight and successes from our evidence-informed pedagogic practice is shared across the group to maximise impact.
- Develop student agency and enterprise through range of activities, prioritising those which deliver local community benefit.
- Ensure that all learners, irrespective of background, make an active contribution to local and wider society through enrichment, project and service activities

Fit for the Future

- Develop organisational capabilities and efficiency of operations to extend provision and generate improved value for money
- Extend curriculum beyond STEAM through careful expansion of our network of provision. Academic-led 6th form at UAE with increased breadth of subjects; technical curriculum at the UTC led by health and engineering; broader portfolio of complementary specialisms in future provision
- Become financially sustainable by increasing student numbers to PAN, as well as increasing breadth of revenue-generating activity. To include for example T levels, apprenticeship provision and curriculum extension with partner institutions as well as through increasing the number of schools in the trust.

- Develop and expand sponsor-led enrichment activities to enhance provision further. Extension of value add driven by LSBU group as well as engagement of a further tier of employer partners to support projects at the UTC.
- Lead on developing the culture of our organisations, innovating to minimise workload and maximise wellbeing, valuing difference and celebrating success. Articulating the benefits of our mission and values widely.
- Develop system leadership through wider collaborations, such as SSLP, and improve our ability to articulate and share thought leadership, for example through the publication of research.
- Secure judgements of at least Good in all Ofsted inspections supported by robust self-evaluation and improvement planning; training, development and capacity-building activity; challenge and support through governance; internal and external review and validations



Our model: evidence-informed

School development strategies in our academies are rooted in evidence and research, supported by strong and personalised professional development, so that staff are empowered to grow and improve. An increasing cross-fertilisation of ideas and practices is being embedded, bringing increased strength to all parts of the Trust. Our academies are young and dynamic, characterised by strong, supportive and innovative leadership. New ideas are embraced to drive learning and outputs more deeply than can be captured in headline performance measures. For example, UAE's Day 10 curriculum model enhances students' social and cultural capital, developing their citizenship and soft skills. At the UTC, deep strategic partnerships result in all students regularly participating in authentic employer and university-led projects to develop their technical and employability skills. In both cases, students are able to raise aspirations, gaining the skills and knowledge to thrive in a highly uncertain and competitive future economy.

LSBU Group Collaboration

The Trust's links with the LSBU Group are varied and growing and these links provide our students and staff with unique opportunities which are rare or difficult to secure in most schools and academies.

Staff and students of our academies will benefit from membership of the group with access to LSBU's high technology laboratories, sporting facilities and Library resources. The University staff support students with a diverse range of activities including conducting demonstrations of engineering projects, delivery of workshops, visits to high technology facilities, delivery of master classes, supervision of projects and mentoring of students.

The LSBU Group facilitates access to a diverse range of employers across multiple sectors which increases opportunities for academy students to undertake placements and project work. Our links to academics within the University and with Lambeth College supports the enrichment of our curricula and our close collaboration with the Group's Employability, Outreach and Enterprise teams and wide network of alumni, supports our students in raising aspirations, building confidence and developing wider skills.

The LSBU Group is a sector leader in the provision of apprenticeships and its deep knowledge of the skills that industry needs today, to develop the workforce of tomorrow is vital in supporting the development of our apprenticeship offer which will increase the options for our students.

Our staff benefit from being part of a wide and growing network of academic and support professionals. The LSBU Group collaborates on areas such as leadership development, CPD for academic and support staff, reward and recognition, professional networking and staff and student mentoring. Academy staff access have access to a range of subsidised and no-cost professional development opportunities through the both the University and the College.

Building transformational enrichment and engagement for Students

University staff work collaboratively with Trust senior leaders and teachers to create transformative enrichment and engagement programmes including Day 10 activities at UAE and projects at the UTC. LSBU academics, technical staff, professional services, outreach and student support teams all support the trust.

Research / Grants

LSBU academics work with Trust senior leadership to explore funding opportunities for research and development work. The University and our Academies are jointly conducting research into how to enhance learning outcomes.

Philanthropy

The LSBU Group has an ambitious programme of philanthropy which focuses on dismantling social obstacles from the ground up by supporting students across the wider LSBU family. The programme – ‘No Barriers to Brilliance’ will raise funds for example to support food poverty programmes.

Our Governance Model

South Bank Academies Trust Board is the accountable body for all academies operating within the umbrella of the multi-academy trust. As the accountable body, the trust board is accountable for the academic vision and strategic plans for the trust, as well as significant operational matters such as the approval of key policies, development of plans and budgets for each academy and for the Trust overall. It is also accountable for all areas of compliance, for student outcomes and the appointment of key personnel including the CEO and school principals.

The SBA Board is comprised of approximately 9 members who are both Directors and Trustees. The Board composition is a mix of members appointed by LSBU and independents. The Board is led by an independent Chair who also oversees the performance of the Chief Executive and Executive Principal. Clerking support is provided by LSBU Group’s governance department.

The SBA Board meets four times per year to exercise governance and two times per year to discuss strategy. The Board is closely linked to school level governance structure (local governance) through the ‘local’ chairs who are members of the SBA Board and by the Executive Principal who attends Board and Strategy Meetings. Each academy operating within the trust has the support of a School Advisory Board (SAB) which exists to support the academy in achieving its short and long term ambitions by advising, supporting and where appropriate, challenging the plans and activities designed by the Principal and senior leadership team. The composition includes representation from the main sponsors including LSBU Group, representation from staff in addition to the school Principal, plus independents.

Our Professional Services Model

South Bank Academies operates a shared services model for professional services which includes leveraging the resources and expertise within the LSBU Group to ensure our academies benefit from not only expert advice, guidance and support, but also secure efficiencies in many areas of professional services.

The trust centralised resource model includes a Chief Executive Officer (CEO) who is also the Accountable Officer, supported by the Executive Principal who is the academic lead for the Trust and the Trust Business Manager who oversees financial and operational matters. Other professional resources which are either centralised or shared between schools to drive best value include Human Resources, Marketing, School Financial Management, Estates Management, IT and Procurement.

	INTERNAL
Paper title:	Education Update
Board/Committee:	South Bank Academies
Date of meeting:	15 December 2020
Author(s):	Dan Cundy, Executive Principal
Sponsor(s):	Fiona Morey, CEO
Purpose:	For Approval
Recommendation:	The board is requested to approve the name changes for both schools

Executive summary

This report covers the proposal to change both school names as per the below.

The Board is requested to approve the proposed new names:

South Bank Engineering UTC. To become South Bank UTC.

University Academy of Engineering South Bank. To become South Bank Academy Walworth.

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Proposal to change school names



Proposal to change school names

South Bank Engineering UTC. To become South Bank UTC.

This is in recognition of the second specialism in health – the current name does not fit the school's curriculum fully, and may hinder messaging to potential health students. Reference to health and engineering will be paid to in straplines and other branding, such as 'engineer your future' and 'become a healthcare hero'.

For the past year, the UTC has been branding itself as South Bank UTC, and has changed its logo. The formal name change would cement this change. The Principal and team fully support the name change.

University Academy of Engineering South Bank. To become South Bank Academy Walworth.

The name of the school has not been a positive asset for some years. There is a common misconception that it is a university which hinders messaging. The biggest issue is reference to Engineering – the school is STEAM specialist which is far broader than engineering. Parental and community perception is that it is an engineering school, which limits appeal and skews applications by gender. Furthermore the name is long-winded and its shortened name, UAE, also confusing. The proposal to change has been supported by the Principal and team. The proposed name is simple, links well with the group (LSBU is referred to as 'South Bank' in the community) and gives a sense of place with the Walworth suffix. Finally, this gives SBA a potential naming protocol for future sites: much as Harris, Ark or Oasis do, with South Bank Academy Peckham, or South Bank Primary Academy Brixton for example. The risk in the name change is some potential confusion and risk that strong reputation is not carried forward: this would need to be managed and communicated.

Process for name changes

Given there is no significant change in the schools' character, intake or admissions profile, there is no requirement to submit a business case to the DfE. Governance are able to make the changes on official listings.

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Agenda Item 9

	INTERNAL
Paper title:	Education Update
Board/Committee:	South Bank Academies
Date of meeting:	15 December 2020
Author(s):	Dan Cundy, Executive Principal
Sponsor(s):	Fiona Morey, CEO
Purpose:	For Approval
Recommendation:	The board is requested to approve the admissions policy proposals

Executive summary

This report covers the proposal to change the admissions arrangements for both schools and to initiate the required consultation period.

Trustees are to be aware that a process of ratification of the new Admissions policy will be required to be completed between the end of January 2021 and the end of February 2021. This will be completed by email as there are currently no meetings of the South Bank Academies Board scheduled to take place during that time period.

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Admissions arrangements

Both schools are intending to consult on their admissions arrangements in line with statutory requirements. Draft policies are below, which must go out to consultation before 20th December 2020 for adoption in September 2021 for intake 2022-23.

UTC

The major change is to propose a smaller published admissions number (PAN) in Key Stage 4, with Years 10 and 11 to be reduced from 150 to 60. PAN in Years 12 and 13 to 160. This is in recognition that no cohort at the UTC in Key Stage 4 has been larger than 54 in its history: having parameters better suited to actual likely numbers improves the ability to plan and forecast for staffing, curriculum and budget, and guards against approaches for casual admissions from students not in line with the UTC's ethos. The sixth form increase will offset this partly giving a notional capacity of 440. In addition the UTC would offer a Year 14 programme and apprenticeships.

UAE

No change to PAN. The major change here is to change the oversubscription criteria for entry into Year 7 to introduce a fair banding model. This would test applicants and allocate places to 20% of applicants into each of five ability bands. This is in line with the school's intention to achieve a comprehensive intake and is a similar approach taken to that of many other academy chains.



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Bank
UTC**
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South Bank UTC Admissions Policy

> Introduction

South Bank UTC is committed to straightforward, open, fair and transparent Admissions arrangements and the UTC will act in accordance with the School Admissions Code, the School Admission Appeals Code, equalities law and the law on admissions as they apply in relation to academies.

> Application Process

South Bank UTC will administer its own admissions for entry in September yearly. Applications should be made directly to the UTC.

Copies of the application form are available from the Admissions Team at South Bank Engineering UTC, 56 Brixton Hill, London SW2 1QS Email: info@southbank-utc.co.uk, Website: www.southbank-utc.co.uk

Applications for Key Stage 4 entry in the following September should be made directly and will be administered by the UTC by the previous April. Confirmation of places will be given by the end May.

Post-16 Application Process

Applications for post 16 places at the South Bank UTC will be made directly to, and be administered by the UTC. Places offered will be conditional on meeting the published entry criteria and will be confirmed within 2 weeks of GCSE results day.

> Planned Admission Number (PAN) and number of places available

South Bank Academies Trust will consider all applications for places at the South Bank Engineering UTC.

The total number of places available to students will be as follows:

	Year 10	Year 11	Year 12	Year 13
	60	60	160	160

Special Educational Needs

Children with Educational Health & Care Plans will be allocated a place if their statement or plan names South Bank UTC.

> Oversubscription for Key Stage 4 Criteria

If the number of applicants is the same or fewer than the number of places available, then all applicants will be offered a place.

o Applied criteria

Where South Bank UTC receives more applications than it has places available, the criteria listed below will apply, after the admission of children with an Education Health & Care Plan which names South Bank UTC. The oversubscription criteria will be applied in sequence:

- Looked-after children and children who were previously Looked-after
 - 40% of the PAN (after Looked-after children and those with statements/EHCPs for SEN have been admitted) will be allocated to applicants whose home address is within a 3km radius around the UTC (postcode SW2 1QS) – this is Priority Admissions Area 1, the orange circle on the map in Appendix 1;
 - A further 30% of the PAN will be allocated to applicants whose home address is within 3 and 10km of the UTC (postcode SW2 1QS) – this is Priority Admissions Area 2, the light green circle on the map in Appendix 1;
 - The remaining places will be allocated to pupils living outside Priority Admissions Areas 1 and 2.
- o Additional qualifiers to the Applied Criteria
- a. If applications from Priority Admissions Area 1 amount to less than 40% of PAN, additional places will be allocated to Priority Admissions Area 2 until we have offered 70% of PAN to pupils from Priority Admissions Areas 1 and 2. Likewise, if applications from Priority Admissions Area 2 amount to less than 70% of PAN, additional places will be allocated to Priority Admissions Area 1 until we have offered 70% of PAN to pupils from Priority Admissions Areas 1 and 2.
 - b. If the number of applicants within any one Priority Admissions Area exceeds the percentage in 5.1a or b above, places will be allocated to applicants using independently verified electronic random allocation. South Bank Engineering UTC will ensure that someone independent of the UTC supervises the random allocation processes. Random allocation will also be applied as a tie-break in criterion 'd'

4.3 Notes

- a. A Looked-after child is a child who is (a) in the care of the local authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the

definition in Section 22(1) of the Children Act 1989). Previously Looked-after children are those who have been adopted, or have become subject to a child arrangements order or special guardianship order.

- b. A child's home address is defined as the address at which the child is normally resident. Where a child lives at more than one address, the address will be where the child lives for the majority of the time. Where the child lives at more than one address and spends equal time at both, the home address will be counted as that at which the child is registered with their GP.
- c. Applications from twins/triplets will be treated as a joint single application: all twins/triplets would be offered a place if one application is successful. Siblings applying to different year groups will be treated as individual applicants. Children are also siblings if they are step-siblings, adopted or foster brothers or sisters living in the same family unit at the time when the child is due to start in the school

4.4 Appeals

Unsuccessful applicants will have a right of appeal to an independent admission appeals panel. See section 8 below for more detail.

5 Post 16 admission criteria

The South Bank Engineering UTC will apply a minimum criterion in relation to academic entrance requirements for admission or transfer to South Bank Engineering UTC Year 12 (sixth form).

In order to gain entry to Year 12, both internal students and external applicants must have meet the published entry criteria for the chosen pathway. To be admitted onto an A level programme you will normally be required to achieve at least the equivalent of a 6 grade in any chosen subject. Those meeting the entry requirements for the sixth form but who fail to meet the academic standards for their chosen subjects or pathway will be offered alternative courses for which they have met the entry requirements, if any alternatives are available. The South Bank UTC Prospectus will contain minimum entry requirements for each pathway and course.

Students progressing from South Bank UTC's Year 11 who meet the entry criteria can automatically transfer to Year 12 and would not need to formally apply. The UTC will admit additional external applicants (i.e. above PAN) to Year 12 where Year 12 is not filled by students progressing from Year 11.

When Year 12 is undersubscribed all external applicants meeting the minimum academic entry requirements (above) will be admitted.

When there are more applicants that satisfy the minimum academic entrance requirements than the number of post-16 places available and after the admission of pupils with statements of Special Educational Needs or Educational Health and Care Plan where South Bank Engineering UTC is named on the statement or plan, the oversubscription criteria will be applied in the order in which they are set out in 5.1 and 5.2 above.

Applications for entry in September will be processed from the previous September and should be received as early as possible.

There will be a right of appeal to an Independent Appeals Panel for external applicants refused admission and internal students refused progression to the 6th form (child and/or parent) but where both appeal, the appeal will be heard together.

6 Operation of waiting lists

South Bank UTC will operate a waiting list in each academic year when the PAN is met. South Bank UTC will maintain this and it will be open to any parent to ask for their child's name to be placed on the waiting list, following an unsuccessful application (or for a student to do so if they are aged 16 or over)

An applicant's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in Section 5, or for post-16 places Sections 5 and 6, above. Where a place becomes vacant it will be allocated to applicants on the waiting list in accordance with the oversubscription criteria. Where a new unsuccessful applicant is added to the Year 10 waiting list, all applicants on the waiting list will be reordered in accordance with the oversubscription criteria in paragraph 5.1.

Looked after children, previously looked after children and those allocated a place at the school in accordance with a Fair Access Protocol will take precedence over those on a waiting list.

7 The Appeals Process

There will be a right of appeal to an Independent Appeals Panel for internal pupils refused transfer and external applicants refused admission.

Unsuccessful applicants may appeal for a place at South Bank UTC. Parents or (for post 16 admission) young people wishing to appeal should write to South Bank Engineering UTC stating the reasons for their appeal. The letter should be addressed to the Clerk to the Governors, South Bank UTC, 56 Brixton Hill, London SW2 1QS Appeals will be heard by a panel which is independent of the South Bank Engineering UTC and its governors.

For Year 12 where the offer of a place is conditional upon the results of the minimum academic entry requirements depending on what they are progressing to (as per Section 6), appeals will be heard within 40 school days of confirmation of those results.

As the Year 10 entry is following secondary timelines then the UTC will follow the timetable in Section 2, i.e. deadline for lodging appeals will allow appellants at least 40 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal.

8 Applications for places outside normal age group

Parents may request that their child is admitted to a year group outside their normal age range, for instance, where the child is gifted or talented or where a child has suffered from particular social or medical issues impacting his or her schooling. All such requests will be considered on their merits and either agreed or refused, on that basis. If a request is refused, the child will still be considered for admission to their normal age group.

The process for requesting such an admission is as follows:

With the application, parents should request that the child is admitted to another year group (state which one), and the reasons for that request. Parents will submit any evidence in support of their case with the application, for instance from a medical practitioner, Principal etc. Some of the evidence a parent might submit could include:

- Information about the child's academic, social and emotional development;
- Where relevant, their medical history and the views of a medical professional;
- Whether they have previously been educated out of their normal age group; and

- Whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

The UTC will consider each case on its merits, taking into account the individual circumstances of the request and the child's best interests. We will also ensure the parent is aware of whether the request for admission out of age group has been agreed before final offers are made, and the reason for any refusal.

Requests for admission out of the normal year group will be considered alongside other applications made at the same time. An application from a child who would 'normally' be a Year 11 child for a Year 10 place will, for example, be considered alongside applications for Year 10.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the UTC's Admissions Policy.

Date created: 17/11/20
 Date agreed:
 Date of review:



UAE South Bank Admissions Policy

> Introduction

i. Thank you for your interest in applying for a place at UAE South Bank, Trafalgar Street, London, SE17 2TP.

The aim of this policy is to provide clear guidance on the admission arrangements for a place at the school including information on timescales, deadlines and contact details for queries.

ii. It also provides guidance on how applications are administered, the criteria used to prioritise applications (where necessary), waiting lists and the appeals process.

iii. UAE South Bank is a non-selective Secondary school with a sixth form.

The school has an agreed Published Admission Number (PAN) for the following year groups; Secondary (Year 7): 150
 Sixth Form: 75

- **Statutory Guidance and Definitions**

i. All information in this policy meets the statutory requirements set out by the Department for Education (DfE) in the School Admissions Code 2014, ("the Code") and the School Admissions Appeals Code 2012, ("the Appeals Code").

ii. South Bank Academies Trust is a Multi-Academy Trust and is the admissions authority for all schools in its network, including UAE South Bank. SBA Trust, in accordance with its funding agreement, is responsible for the admissions policy

of each school and coordinates with the relevant Local Authority for the administration of admissions applications. For UAE South Bank the relevant Local Authority is Southwark Council.

iii. According to the Code, there are two different routes for applications - 'normal round' and 'in-year'; each route has a slightly different application process and timescales. Both application routes are detailed separately in this policy. 'Normal round' is relevant to all applications for a place in Reception or Year 7 starting at the beginning of the Autumn term in September. 'In-Year' is relevant to applications; a) for all year groups other than Reception or Year 7 starting at the beginning of the Autumn term in September.

Or

b) for any year group after the start of the Autumn term.

iv. PLEASE NOTE: This policy is not relevant to the process for naming the school on a child's Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs. There is a separate process for selecting or changing the school named on an EHCP or Statement of Educational Needs which is outside of the admissions process. Please contact the child's home Local Authority for further details.

3. Application Process

1 Normal Round – Secondary (External Year 7)

i. Applications for a place at the school are administered through the Southwark Council application process. Parents resident in Southwark can apply online at <https://www.southwark.gov.uk/schools-and-education/school-admissions> ; parents resident in other areas must apply through their home local authority.

ii. The Local Authority's timetable will be used for all normal round applications each year (exact dates within the months may vary from year to year).

iii. The school publishes information about the arrangements for admission, including oversubscription criteria, in February for the following September (e.g. in February 2020 for admissions in September 2021).

Secondary application timetable:

The school has an agreed external PAN of 150 in Year 7:

The school provides opportunities for prospective pupils and their parents/carers to visit the school.

31st October: National closing date for Secondary applications. Deadline for the Common Application Form to be completed and submitted to the relevant Local Authority.

November – February : The school and Local Authority coordinate to process all applications. If more applications are received than places available they will be ranked according to the oversubscription criteria published in this policy, see section 4 below.

PLEASE NOTE: schools are not able to provide any information regarding specific applications during this process.

28 February : Deadline for the school to publish its appeals timetable on their website.

1st March : Offers made to parents/carers by the Local Authority.

Allocation of places:

a) Where the school is named on a child's EHCP or Statement of Special Educational Needs, that pupil will be admitted to the school.

b) The school will consider all applications for places. Where fewer applications are received than places available, the school will offer places to all those who have applied.

c) If the number of applications for admission is greater than the PAN (places available), all applications will be considered and places offered according to the oversubscription criteria in the order set out below (see section 4).

d) Where an application has been unsuccessful due to a place not being available, applications will be put onto a waiting list which will be maintained until the end of the admission year. The waiting list will be ranked solely according to the oversubscription criteria detailed in this policy (not date of application) and updated each time an unsuccessful application is added. See section 7 below for more details on waiting lists.

e) Where an application has been unsuccessful parents/carers have the right to appeal the decision to an Independent Appeal Panel. See section 8 below for detailed information on the appeals process.

4. Oversubscription Procedure and Criteria

If the number of applications received for any phase or year group is greater than the number of spaces available, places will be allocated according to the oversubscription criteria and order below.

i. ‘Looked After Children’ and children who have previously been a ‘Looked After Child’ but immediately following this became subject to adoption, a child arrangements order or special guardianship order¹.

ii. Children who, at the time of admission, have a sibling who attends the school. For this purpose, “sibling” means a whole, half or step-sibling or an adopted child resident at the same address.

lii. Banding - A banding system would be adopted for the remaining places and this will operate as follows. Each applicant will be required to take a verbal and non-verbal reasoning test which would place applicants in a rank order. Applicants will then be placed in one of 5 bands based on their performance in the test. As far as is possible, each band will contain the same number of applicants so that it represents 20% of the remaining applicants. The remaining places will be allocated so that an equivalent number of applicants are admitted from each band. Applicants will be admitted according to the criteria listed below in the order listed:

	Band 1	Band 2	Band 3	Band 4	Band 5	Total
% of students in each ability band	20%	20%	20%	20%	20%	100%
Number of student places available in each ability band	30	30	30	30	30	150

iv. Distance measurement – Priority will be given to those children who live closest to the school. An external party (Southwark Council) measures distance on behalf of UAE South Bank. Southwark Council use a computerised system to calculate straight line distance between the child’s home and the main entrance to the school.

v. Where places become vacant in a band, for example, because parents accept offers of places at independent schools, and no applicants in those bands remain without a place, they will be filled in rank order by children falling into the next nearest band(s) i.e. the band(s) on either side, below or above.

vi. Late applications will be dealt with in accordance with the procedures set down by Southwark Local Authority within the Pan London Admissions System.

PLEASE NOTE: A child’s home will be the address at which the child normally resides and which has been notified to relevant agencies (e.g. the Local Authority) as being the child’s normal place of residence. Where a child lives normally during the school week with more than one parent at different addresses, the permanent home address for the purposes of school admissions will be the one where the child spends the majority of school nights Monday–Friday.

vii. Tie breaker: If SBA Trust is unable to distinguish between applicants using the published oversubscription criteria, places will be offered via a random draw which will be supervised by someone independent of the school.

viii. In the case of multiple births or siblings in the same year group, where there is only one place available in the school, all will be considered together as one application.

5. ‘In-Year’ Application Process

¹ A ‘Looked After Child’ is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

- i. The 'In-Year' application process is relevant to applications for places in any year group that does not have a PAN (e.g. Years 1 - 6 or Years 8 - 11), starting at the beginning of the academic year or for any year group starting at any other point throughout the academic year.
- ii. The Local Authority holds information on which schools in their area have spaces for each year group. Contact Southwark Council via the link below for further information. <https://www.southwark.gov.uk/schools-and-education/school-admissions/secondary-admissions/types-of-secondary-schools-in-southwark>
- iii. In-year applications to UAE South Bank can be submitted at any time and are made through the Local Authority. The In-Year application form can be accessed through the link below. <https://www.southwark.gov.uk/schools-and-education/school-admissions/in-year-admissions>
- iv. If an in-year application is refused the child will be added to the waiting list for that year group. A child's position on the waiting list will be determined solely according to the oversubscription criteria in this policy. See section 4 for the oversubscription criteria and section 6 for more information on waiting lists.
- v. If an In-Year application has been refused, the parent/carer has the right to appeal the decision to an Independent Appeals Panel. For detailed information about the appeals process see section 8 of this policy.
- vi. Fair Access Protocol: Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced, vulnerable children are offered a place at a suitable school as quickly as possible. The school complies with Southwark Council's Fair Access Protocol. Admissions under Fair Access Protocol are discussed between the school and Local Authority on a case-by-case basis. This may mean admitting children above the PAN.

6. Waiting Lists

- i. Any child refused a place at the school will automatically be put on a waiting list (unless a higher preference school has been offered.) A waiting list will be maintained until the end of the academic year after which it will be cleared.
- ii. The waiting list is maintained in the order of the oversubscription criteria only (not application date). This means that names can move down the list if, e.g. someone moves into the area and is higher placed under the oversubscription criteria.
- iii. Parents/carers have the right to request their child is removed from the waiting list at any time. Once removed, the child cannot be reinstated on the waiting list without submitting a new application.
- iv. If a place becomes available it will be allocated to the first child on the waiting list, in accordance with the oversubscription criteria. If that offer is declined the place will be offered to the next child on the waiting list.

7. Unsuccessful Applications and the Appeals Process

- i. All applicants who have applied for a Secondary or Sixth Form place at the school and been refused have a right to appeal that decision to an Independent Appeal Panel.
- ii. Applicants will be informed in writing of the school's decision to refuse their application. This letter will include;
 - a) The reason a place was refused (e.g. no available places)
 - b) Information about the waiting list
 - c) Information about the right to appeal
 - d) The deadline for submitting an appeal
 - e) Contact details for making an appeal

The deadline for submitting an appeal will be at least 20 school days² from the date of notification that an application was unsuccessful. Appeals received after this date are subject to different timeframes and exact deadlines will be provided in the letter from the school. This deadline applies to 'normal round' and 'in-year' applications.

² School days do not include weekends, national holidays or school holidays

Appeals are submitted to South Bank Academies Trust via an online form which is available through the school website or from the school. See section 9 for contact details.

iii. The decision of the Independent Appeal Panel is binding on all parties.

8. Applications Out-of-Chronological Age Group

i. Parents/carers may choose to seek a place for their child outside of their chronological age group for a variety of reasons (e.g. the child is summer born, is considered gifted and talented or has experienced problems such as ill health).

ii. The decision to admit a child out-of-year group is uncommon and will always be made on the basis of the unique circumstances for each specific case and what is best for that individual child. The decision will be made by the Principal of the school and will take into account parents'/carers' views, expert advice from relevant social, educational and medical professionals, whether the child has previously been educated out of their normal age group, any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely and the long-term impact of the decision on the child.

iii. Applications for a child to be admitted to a year group outside of their chronological age group should be made through the same process set out in this policy for both 'normal round' and 'in-year' applications. However, in addition to the standard application form further documentation should be provided to support the request for a place out of chronological year group. This applies regardless of whether it is for a higher or lower year group.

iv. The Principal may request additional information after the submission of an application for an out-of-year group place, if necessary.

v. Each application will be considered on the individual circumstances of each case. Applicants will be notified in writing of the decision, including the reasons for it.

vi. Unsuccessful applicants have the right to appeal if they are refused a place at the school. However, this right does not apply if they are offered a place at the school but it is not in their preferred age group.

9. Further Information and Contact Details

i. For queries regarding this policy, admissions arrangements for the school and the waiting lists and appeals process, please contact: Admissions Officer: Hannah Dalton Email: hannah.dalton@uaesouthbank.org.uk Phone: 020 7271 2000

Appendix 1

UTC Priority Admissions Areas Map

The catchment area outlined below is arranged in concentric circles, measured using a digital mapping system that will measure the straight line distance between applicant's home address and South Bank Engineering UTC's main entrance gate post code with the post code SW2 1QS:

- Orange area: priority admissions area 1 – 3km circle from the UTC (postcode SW2 1QS) – 40% of places.
- Light green area: priority admissions area 2 – 3 to 10km circle from the UTC – 30% of places
- Dark green area: all remaining places (30% of PAN)

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	CONFIDENTIAL
Paper title:	Annual renewal of declarations of interest
Board/Committee:	South Bank Academies Board
Date of meeting:	15 December 2020
Author(s):	Ciara Carroll, Clerk to South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	For approval
Recommendation:	The Board is requested to authorise the register of pecuniary interests

Executive Summary

1. Under the Companies Act 2006, governors have a duty to avoid a situation in which they have, or can have, a direct or indirect interest that conflicts, or possibly may conflict, with the interests of LSBU Group, unless this has previously been authorised by the Board.

2. The Board is requested to authorise the interests.

3. When authorising their interests, the Board will need to consider whether to attach any conditions to the authorisation.

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South Bank Academies
Trustees' Register of Business and Pecuniary Interests 2020 - 2021

Trustees	Organisation	Sector	Relationship	As of date
Hitesh Tailor	Upper Montagu Investments Ltd	Property and Investment Company	Director	1990
	Sloane Square Developments LLP	Property	Partner	2020
	Opening Doors London	Charity	Trustee	2019
Richard Flatman	South Bank University Enterprises Ltd	Commercial arm of LSBU	Director	2002
	London South Bank University	Higher Education	Chief Financial Officer	2002
	SW London & St. George's Mental Health NHS Trust	NHS Trust	NED & Chair of Audit Committee	2016
	SW4 Catering Ltd	Service subsidiary of SBC	Director	2019
	BDO (LSBU internal auditors)	Accountancy and business advisory	Daughter	
Tony Giddings	Crash	Charity for Homeless and Hospices	Trustee	2014
Nicole Louis	London South Bank University	Higher Education	Chief Customer Service Officer	2017
Hilary McCallion	Hilary McCallion Consultancy Limited	Healthcare Consultancy	Owner and director (remunerated)	2013
	London South Bank University	Higher Education	Independent governor and visiting professor	
Chris Mallaband	None			
Fiona Morey	South Bank Colleges	Further Education	Executive Principal	2019
	Laser Awarding Body	Higher Education	Board member	2016
	SW4 Catering Ltd	Catering	Director	2019
Diana Lesley Morrison CBE	Holy Trinity Church of England Primary School	Education	Governor / Vice Chair since Sep 2020	2018
	Herne Hill Baptist Church		Trustee	2018
David Phoenix	National Centre for Universities and Business	Membership Organisation	Board Member	2015
	London South Bank University	Higher Education	Vice Chancellor and Chief Executive Officer, Governor	2002
	Museum of Science and Industry	Educational Charity	Board Member	2015
	British University in Egypt Board	Higher Education	Trustee	2013
	Science Museum Group Board	Educational Charity	Trustee	2015
	Universities UK	Higher Education	Member of Board Chair of Funding Policy Network	2015 2019
	South Bank Colleges	Further Education	Director	2019

Former trustees (last 12 months)

N/A

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	CONFIDENTIAL
Paper title:	External Audit Post Audit Management Report
Board/Committee:	SBA Board
Date of meeting:	15 December 2020
Author(s):	Buzzacott
Sponsor(s):	Fiona Morey – Chief Executive Officer
Purpose:	For Review
Recommendation:	The Board is asked to note the draft Post Audit Management Report

The audit of South Bank Academies is almost complete and Buzzacott present a draft of their Post Audit Management Report. This will be updated up to the date of signing the accounts as their work and review is completed.

Outstanding items are listed on pages four and five of the report and include:

- Confirmation of bank balances
- Salaries and wages sample testing
- Related party transactions –supporting statement of assurance re being charged no more than cost where appropriate;
- Receipt of the letter of representation

Recommendation:

The Board is asked to note the draft Post Audit Management Report.

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Post Audit Management Report

South Bank Academies

Year ended 31 August 2020

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Key Contacts

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Buzzacott LLP, 130 Wood Street,
London, EC2V 6DL

Executive summary

Purpose of the external audit

Our work was performed with a view to expressing a reasonable assurance opinion on the financial statements of South Bank Academies (the Academy Trust) for the year ended 31 August 2020 and to draw a limited assurance conclusion concerning regularity and propriety in the application of government funding.

Our audit work also included consideration of the internal controls relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control.

The matters being reported are limited to those that were identified during the audit and that we conclude are of sufficient importance to merit being reported to those charged with governance and/or to the Education and Skills Funding Agency (ESFA) in accordance with their requirements.

We appreciate that you will already be aware of some of the matters contained in this report. However, in accordance with the ESFA's requirements and International Standards on Auditing (UK) (ISAs) we are communicating them to you formally.

This report and its contents were submitted in draft form to Natalie Ferer (Group Financial Controller (LSBU)) and Helena Abrahams (Trust Business Manager (SBA)) for comment prior to finalisation.

Audit progress

Whilst we are pleased to have been able to progress the audit with the support of the SBA team under very challenging and unprecedented circumstances, we believe that the audit has progressed slower than we would have hoped for. A number of the items included on our deliverables list were not available at the start of the audit allocation in line with the agreed timetable which had led to some inefficiencies in receiving responses to our audit queries during the audit itself. We were also unable to complete our testing of salaries and wages within our initial audit allocation due to the key contact within the HR team being unavailable. And whilst we acknowledge the progress that has been made by the relatively new finance team in addressing a number of the matters raised in previous years, we have made various observations concerning legacy issues stemming from our own audit work this year.

We would like to take this opportunity to thank all those with whom we dealt during the audit for their assistance and co-operation, in particular Natalie Ferer, Helena Abrahams, Om Prakash and Loretta Audu.

Expected opinions

Subject to the satisfactory receipt of the outstanding items and confirmations as set out below, we intend to issue the following opinions:

Financial statements opinion:

We expect to express that in our opinion the financial statements give a true and fair view and have been properly prepared in accordance with the Academies Accounts Direction 2019 to 2020 issued by the ESFA and Companies Act requirements.

In making this assessment we have also considered compliance with the supplementary bulletin issued by the ESFA in July 2020.

Regularity assurance conclusion:

We intend to state that in the course of our work nothing has come to our attention which suggests that in all material aspects the expenditure disbursed and income received during the year ended 31 August 2020 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Outstanding items

At 8 December 2020, our work is complete with the exception of the following:

- Annual report and financial statements – various areas of the annual report and disclosure items to be revisited by SBA as highlighted on the draft annual report and accounts (dated 4 December 2020)
- Salaries and wages sample testing – explanations of differences to expected payroll payments with respect to 3 employees and copy of authorised timesheets and rate of pay in respect of 1 employee to be provided;
- Bank – copy of completed authority to disclose information to auditors letter so that we may request direct confirmation of balances from your bankers;
- Related party transactions – supporting statement of assurance re being charged no more than cost where appropriate;

- Receipt of the letter of representation which asks the Trustees to confirm to us specific matters relating to the audit and the financial statements in line with International Standards on Auditing; and
- Confirmation immediately prior to the financial statements being signed that no significant events have taken place since the time of our audit that would impact on the financial statements.

We will require the information above before we are able to finalise our audit.

Key audit findings

Key audit issues and outcomes

As part of our pre-audit planning process, we identified those areas where we believe there is a higher probability that a material error may appear in the financial statements as well as areas of significant interest or concern for management and those charged with governance. In the pages which follow we have provided a brief summary of the outcome of our audit work in relation to those areas.

Area	Issue and response
Impact of COVID-19	<p>Risk: The coronavirus pandemic has presented the Academy Trust a unique challenge, both operationally and financially. Both schools have had a period of temporary closure since 20 March 2020 except to provide continued support to vulnerable children and the children of key workers.</p> <p>COVID-19 has had an impact on the Academy Trust's income and expenditure budgets for 2019/20. Although there have been some cost savings on areas including catering, there have been other COVID-19 related costs and an impact on income. In particular, additional spend has been needed to purchase IT equipment for teachers and an additional 200 laptops for disadvantaged children. It is also unclear whether exam board fees will be refunded at this stage. Student numbers may also be affected going forward which may impact on future funding.</p> <p>Results: We have taken account of the impact of COVID-19 on the financial results as part of our analytical work on the Academy Trust's income and expenditure.</p>

Area	Issue and response
Impact of COVID-19 (continued)	<p>The notes to the financial statements disclose the financial support scheme funding and describe the utilisation of these funds as required by the ESFA’s COVID-19 supplementary bulletin. The supplementary bulletin was issued by the ESFA to provide academy trust’s with greater clarity on the areas of the financial statements which should include additional disclosure in relation to COVID-19 and is available at https://www.gov.uk/government/publications/esfa-update-29-july-2020/esfa-update-academies-29-july-2020#information-academies-accounts-direction-supplementary-bulletin.</p> <p>The trustees’ report sets out the impact of COVID-19 on the Academy Trust, including the detail set out under the “achievements and performance”, “financial review” and “risk management” sections of the report.</p> <p>We have reviewed the trustees’ report together with the disclosures made by the Academy Trust in connection with COVID-19 and confirm that these have been made in accordance with the ESFA’s supplementary bulletin.</p>
Financial climate and reserves policy	<p>Risk: The current financial climate is challenging for the sector, particularly in the context of COVID-19, which is increasing the importance of carefully managing reserves and financial forecasting. The Academies Financial Handbook requires the Academy Trust to prepare a ‘balanced budget’ (which can draw on unspent funds brought forward from previous years). The ESFA further asks to be notified within 14 days where a cumulative deficit revenue budget is set. The Academy Trust must disclose its policy on reserves within the Trustees’ report including providing details on how the level of reserves set within the policy compares to the financial position at the balance sheet date.</p> <p>Results: The balance sheet and year end reserves position was considered in conjunction with SBA’s 2020/21 budget and 5 year forecast, our knowledge of the Academy Trust’s future plans and the reserves policy determined by the Trustees. General reserves (available for day-to-day operations) at the year end date amounted to £1.3m which equates to circa 2 months’ annual expenditure (excluding depreciation and local government pension scheme adjustments). We are satisfied that the Trustees have given due consideration to the going concern status of the Academy Trust and we are in agreement with the conclusion made in light of the evidence provided.</p>

Area	Issue and response
Possible Growth of the MAT	<p>Risk: We understood from our planning discussions that the Academy Trust has been approached by another school looking to join South Bank Academies. This was still under consideration at the planning stage, but if the proposal was agreed that the new school will be expected to join the Academy Trust in September 2020 or 2021.</p> <p>Results: We have enquired with management to determine whether an agreement is in place for the new academy to join the Academy Trust. The proposal has been put forward to the Regional Schools Commissioner, but a response is still awaited. As such, no disclosure has been provided by management within the notes to the financial statements and this approach is deemed appropriate.</p>
Fund accounting	<p>Risk: Details of any restricted revenue funds as well as capital funds are reported within the notes to the financial statements. There is a risk that any unspent capital funds are not correctly captured within the fixed asset fund or that other restricted funds (e.g. Pupil Premium) are not correctly identified and reported within restricted revenue funds. If these restricted funds are not correctly reported, there is a risk that the Academy Trust’s free reserves are therefore also not correctly reported and as a result the trustees could make decisions based on incorrect information about available funds.</p> <p>Results: The Academy Trust had no unspent capital funds as at 31 August 2020 and therefore the net book value of the fixed asset fund of £15.0m is equal to the net book value of tangible fixed assets. Restricted revenue funds carried forward comprises only the unspent ESFA GAG allocation of £1.1m.</p> <p>As part of the responses to our regularity questionnaire, the Academy Trust has detailed how the use of restricted funds has been monitored. We have reviewed the unspent restricted funds detailed within the financial statements and confirmed that amounts are consistent with the underlying financial records of the Academy Trust.</p>

Area	Issue and response
School reserves balance	<p data-bbox="656 328 2096 512">Risk: There is a requirement for multi-academy trusts to disclose the level of reserves maintained at each constituent school within their financial statements. There is a risk that this may be done inaccurately owing to inconsistent record keeping or deliberately manipulation in order to disguise cumulative losses within a specific school. Differences may also arise as a consequence of cash transfers made in response to reserve management practices not being reflected on the ledger.</p> <p data-bbox="656 557 2096 743">Results: We have assessed the closing reserves position at individual school level for reasonableness in light of the school's year end working capital balances include on their respective ledgers – these corresponded with the working capital balances available at each individual school and the central trust. None of the schools held deficit revenue reserves at the year end date. We recommend that the Academy Trust maintains close oversight over the reserves by school position going forward.</p>

Area	Issue and response
Property accounting	<p>Risk: The legal and transfer arrangements surrounding the properties occupied by the schools within the multi-academy trust differs between the two schools. We understand that the UTC is currently utilising space at Trinity Academy without a formal lease or license to occupy. And we understand that the UAE is occupying premises under the terms of a 125 year lease.</p> <p>Results: The UAE property is included on the balance sheet based at a valuation undertaken in 2015. We note that a signed 125 year lease is in place which supports the inclusion of the property on the Academy Trust’s balance sheet.</p> <p>We note that there is a draft 125 year peppercorn lease agreement which is presently being finalised for the UTC between The Secretary of State for Housing, Communities and Local Government and South Bank Academies. At present, there is no value attributed to this property within the Academy Trust’s accounts. We understand that management intend for the property only to be capitalised at the point at which the lease agreement is signed. We were unable to obtain a clear understanding of the basis of current occupation of the building, but there is an argument that even in the absence of a formal long lease agreement, the Academy Trust bears the risks and rewards of occupying the UTC property and, as such, there is argument for the value to be included on the Academy Trust’s balance sheet. Further to discussion with the Audit Committee in December 2020, we understand that the lease had been in negotiation for some time and the finalisation of the lease is now imminent. It has been agreed that the property will be recognised once the lease is signed and the basis of valuation becomes clear.</p> <p>There is also an agreement in place (albeit only the unsigned version of this agreement has been sighted) for the shared use of the Trinity Academy Sports Hall and Multi-Use Games Area between the UTC and the neighbouring Trinity Academy. A recommendation has been made later in this report with respect to the lack of signed copies of the agreements being available for inspection, and a lack of lease agreement for the UTC property.</p>

Area	Issue and response
Income recognition	<p data-bbox="651 328 2107 512">Risk: There is an inherent risk in all organisations in relation to revenue recognition, i.e. that income may be accounted for in the wrong period or at artificially inflated or suppressed amounts. We are also aware that the Academy Trust receives various donated services from its sponsor, London South Bank University (LSBU), including governance support, marketing, printing, etc. There is a risk that the valuation of the gift-in-kind may not be adequately valued and recognised in the financial statements, and also that the related party transaction may not be disclosed.</p> <p data-bbox="651 560 2107 703">Results: We carried out detailed analytical review against expectations based on our understanding of the Academy Trust and against the prior year. Reasonable explanations were obtained from management and significant variances were substantiated as appropriate. No significant issues arose during our audit testing and sample based checks including on our work on ESFA and non-ESFA income.</p>

Area	Issue and response
Regularity	<p>Risk: Regularity and the use of government funding continues to be a substantial focus of the ESFA and National Audit Office. Ensuring regularity within the Academy Trust is the responsibility of the Board and all of the current focus on regularity in the academy sector has only increased the level of responsibility for the Board to monitor and document management of risk including risk of irregularity. ESFA expects all academies to implement appropriate procedures and policies at all times, including during periods of school closure, which mitigate the risk of irregularity in (but not limited to) the following areas:</p> <ul style="list-style-type: none"> • Procedures and policies in relation to risk management and ensuring that these are regularly considered; • Procedures and policies in relation to general procurement, use of credit cards and expense claims; • Procedures and policies in relation to the appropriate remuneration of payroll staff, agency staff and consultants; and • Procedures and policies in relation to the management of conflicts of interest and related party transactions. <p>Results: The regularity self-assessment was provided for audit, which was completed by the Academy Trust’s finance team and reviewed by the Accounting Officer. The regularity self-assessment confirms the processes in place to ensure regularity, propriety and compliance within the Academy Trust in relation to the above areas and the other requirements set out in the Academies Financial Handbook.</p> <p>The Academy Trust has not informed us of any material control weakness or irregularity. Based on our review of the self-assessment questionnaire, the work undertaken to verify the responses provided, and our consideration of the regularity and propriety of transactions selected for our sample based testing, we are satisfied that the conclusion reached in our regularity assurance report is appropriate.</p> <p>As part of our procedures, we requested sight of the gifts and hospitality registers maintained by individual schools. These were not available at the time of our work, but we understand from management that there were no reportable items. We recommend that a gifts and hospitality register is maintained, and is readily available throughout the year.</p>

Area	Issue and response
Related party transactions	<p>Risk: In all organisations, there is an inherent risk that transactions with related parties could be undertaken on terms that benefit those who control the entity at the expense of other stakeholders or the entity itself. For this reason, UK Accounting Standards and the ESFA Academies Accounts Direction requires transparent disclosure of all transactions and balances arising between the Academy Trust and its related parties. In addition, the ESFA Academies Handbook places restrictions on the permissibility of certain related party transactions. Since 1 April 2019, academy trusts must report all new agreements and other transactions with related parties to ESFA in advance of the transaction taking place. Academy trusts must also obtain ESFA approval for contracts for the supply of goods or services to the trust by a related party where certain limits apply (typically £20,000). A disclosure must be made confirming that all transactions are conducted in accordance with the requirements of the Academies Financial Handbook (AFH), including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required as well as the existing requirement of obtaining a statement of assurance that supplies from related parties in excess of £2,500 were made at cost.</p> <p>Results: The Academy Trust’s procedures for identifying related parties and associated transactions were reviewed. This includes the requirement for each of the Trustees of the Academy Trust’s Senior Management Team to update their declaration of interests annually, and to declare any interests they have at the commencement of business meetings.</p> <p>Based on the work undertaken, we have no concerns over the completeness of related party transaction disclosures. [We do, however, await a statement of assurance that the services recharged by related parties – noted on outstanding items]</p> <p>We will obtain written representations from you also, asking the Board and management to confirm their satisfaction with the completeness of the disclosures made.</p>

Area	Issue and response
Management override of controls	<p>Risk: There is an inherent risk in all organisations that management may be in a position to override controls or agreed protocol. Such actions may be taken in order to conceal or process unauthorised or inappropriate transactions, or may occur due to weaknesses in the control environment. Such actions could lead to either deliberate or inadvertent misstatement of the results portrayed by the financial statements.</p> <p>We are aware that there was some turnover in Business Managers during the 2018/19, but the finance team has been stable for the major part of the 2019/20 financial year, and there has been oversight from the University over transactions and month-end accounting processes over the same period. In addition, we acknowledge the implementation of e-procurement from January 2020. We therefore anticipate an improvement in the general control environment. We are, however, conscious that the COVID-19 pandemic may have had an impact more generally in the way transactions have been processed within the Academy Trust during the period of lockdown.</p> <p>Results: Our sample based substantive testing on expenditure and payroll was undertaken with the view of identifying possible deviations from agreed protocol and key authorisation requirements. We noted one instance in a sample of four where there was no evidence of the payroll having been reviewed for payment. In addition, we noted two instances in a sample of 17 items where no authorised purchase order existed (both relating to examination fees). Recommendations have been made in relation to this later in this report.</p> <p>Journal entries were reviewed, particularly those surrounding the year end and explanations were sought for any large or unusual items. All items tested and discussed with management were deemed appropriate with the exception of a couple of journal entries made to the other debtors balance. A £112k debtor was established last year in relation to Parent Pay debts (for meals offered to students where there is no available balance on their Parent Pay card), but this was provided for in full as it was not expected to be recoverable. At 31 August 2020, a balance of £71k exists in relation to Parent Pay debts, but the provision is no longer in place. We have made the presumption that such debts would not be actively pursued, and thus such arrangements cannot be considered a debt, but instead should be considered a donation-in-kind. Accordingly, this has been recorded as an unadjusted misstatement at Appendix 1.</p>

Area	Issue and response
Accounting estimates	<p>Risk: Certain accounting entries within the financial statements are made on the basis of an estimate and changes in the underlying assumptions could lead to a shift in the reported results. The most material estimates within the Academy Trust’s financial statements include the estimate of the useful economic life of tangible fixed assets (and hence the depreciation charges), the basis of allocating costs between the various categories of expenditure and the estimation of the pension liability made by the actuaries in respect to the Local Government Pension Scheme.</p> <p>Results: We are generally satisfied with the estimation techniques utilised.</p> <p>Testing of depreciation was satisfactory with all items tested being depreciated in accordance at the approved rate (- one asset was identified which had not been depreciated in either 2017/18 (year of acquisition) or 2018/19 in error – the 41k understated depreciation was corrected in the current year)</p> <p>The year-end liability in respect of the Local Government Pension Scheme is consistent with the estimate provided by the scheme’s actuary and the assumptions used appear reasonable – see also Appendix 3.</p> <p>Our audit of creditors highlighted an accruals balance of £67k which was established in 2016/17 and carried forward since at the end of each financial year. On enquiry with management, no information was known about the history to this accrual entry. As the balance is immaterial, no further work was completed, but there is a risk of overstatement of the year end creditor balance by this amount.</p> <p>In addition, our audit of creditors also highlighted an accruals balance of £180k relating to the unbilled hot water supply to the UAE premises. From our discussions with management, we noted that Southwark Council has failed to invoice the Academy Trust for its hot water usage since the UAE opening in September 2014. Each year, management has added a provision of £30k as their best estimate of the likely gas usage and the creditor at 31 August 2020 has accumulated to circa £180k. In the absence of an actual invoice or more accurate information regarding the hot water usage, the annual estimate is immaterial and the rationale appears reasonable therefore the treatment accepted. There is, however, a risk that the creditor balance may be over or understated.</p>

Accounts format and compliance

The financial statements follow the principles and format prescribed by the ESFA in the Academies Accounts Direction 2019 to 2020 (the Accounts Direction) and the supplementary coronavirus bulletin. Compliance with the Accounts Direction also ensures that the requirements of companies and charities legislation are met. There have been only a small number of changes introduced by the 2019/20 revision of the Accounts Direction. The notable changes of relevance to the Academy Trust were as follows:

- **Governance statement:** Within the value for money statement, academy trusts should consider the impact of the procurement policy notes (PPN) issued in March, April and June 2020 when considering their value for money review in the governance statements, explaining any situations where COVID-19 has adversely impacted on value for money. Also within the governance statement, academy trusts are required to explain how their audit arrangements are affected by the newly revised FRC Ethical Standard, specifically those points in relation to internal scrutiny.
- **Impact of coronavirus:** Additional disclosure is required within the Trustees' report under several sections of the report, including activities during the year, financial review, use of volunteers, fundraising, the impact on staff and beneficiaries, financial and operational effects, reserves policy and future plans. Funds received and utilised specifically in relation to COVID-19 are also shown separately within the notes to the financial statements. (see note 2 to the financial statements)
- **Cash flow statement:** The changes in cash and cash equivalents is now shown as changes in net debt. (see note D to the statement of cash flows)
- **Support costs note:** Legal costs are now shown separately and split by type of legal costs. There were no such costs for SBA in 2019/20.
- **Pensions note:** The narrative in relation to the Teachers' Pension Scheme has been updated to reflect the impact of the most recent valuation of the scheme. (see note 18 to the financial statements)

In all respects, the Academy Trust's annual report and financial statements have complied with the new requirements.

Accounting policies, estimates, and disclosures

Our work included a review of the adequacy of disclosures included in the financial statements and consideration of the appropriateness of the accounting policies and estimation techniques adopted by the Academy Trust. We believe that the disclosed accounting policies, significant accounting estimates and the overall disclosure and presentation to be appropriate for the Academy Trust and in compliance with the Accounts Direction. However as noted above, there is a high level of uncertainty relating to the accruals at the year-end date which management need to investigate.

Accounts preparation

As is required by Ethical Standards governing the audit profession, if we believe there are any actual or perceived threats to our objectivity and independence, for example through the provision of non-audit services, we are required to introduce appropriate safeguards to mitigate the perceived threat.

You have requested that we provide you with financial statement preparation services, which are in addition to our function as auditor:

These services were provided by separate teams within Buzzacott, not involved in the audit. These services were provided in order to support the Academy Trust to be able to provide a draft set of financial statements to our audit team. We agreed that Natalie Ferer would receive these services from us and make independent decisions based on information and options which we provided.

Audit adjustments and unadjusted misstatements

Under Auditing Standards, we are required to provide you with details of any adjustments identified during the course of our audit work which have been made to the figures presented to us for audit.

Audit adjustments

There were various presentational amendments made in the preparation of the financial statements which have not been reported on. However, there were no adjustments made to the figures presented to us for audit which impacted on the reported results for the year.

Potential impact of unadjusted misstatements (£7,117 increase in funds)

Details of the misstatements identified during our audit which remain unadjusted are provided at Appendix 1. We will obtain written representations from you, as Directors, that these are not to be adjusted due to their lack of significance to the overall result portrayed by the financial statements.

Materiality

Materiality threshold £90,000

Reporting threshold: £4,500

You will note that our report refers to 'material misstatement'; materiality refers to the relative significance of a particular matter in the context of the financial statements as a whole. An item would be considered material if its omission or its erroneous inclusion would reasonably influence the decisions of those using the financial statements.

We are required to report corrected audit misstatements, and uncorrected audit misstatements in excess of our reporting threshold which is set at 5% of overall materiality.

Our materiality threshold is typically based on an average of 1% of operational income and 1% of operational expenditure. A lower level of materiality may be selected for specific areas of the financial statements. For many disclosure items however, materiality is an absolute and not a relative concept. This specifically applies to transactions and other financial arrangements Directors and their connected persons, which would usually be considered material regardless of relative value.

When considering the impact of misstatements discovered during the course of our audit and considering the implications for our report of such misstatements, we will refer to this level amongst other things. Whether a misstatement is 'material' or not is ultimately down to the auditor's judgement.

Audit observations and recommendations

We are pleased to report that we found no significant deficiencies in the accounting and internal control systems during our audit.

The table below provides a summary of any observations made concerning weaknesses in the Academy Trust's accounting and internal control systems including those identified as part of the work performed to provide a conclusion on the regularity of the Academy Trust's transactions within the accounting period.

Observations included in the "A" grade (red) banding indicate that, in our opinion, there is a risk of significant financial impact on the business that must be addressed immediately.

"B" grade (orange) banding recommendations relate to those issues where there is a risk of moderate financial impact on the business, such as a control failure or the absence of a control in an area of moderate risk. These items should be addressed shortly.

Observations included in the "C" grade (yellow) banding indicates that the matter, although important, does not warrant urgent attention and should be addressed within an agreed timeframe.

Priority	No of points	Relating to
A	0	N/a
B	6	<ul style="list-style-type: none"> • Authorisation of Payroll • Authorised purchase orders • SEN income procedure at UTC • Parent Pay debtor • Signed copies of key contracts • Missing contracts of employment
C	5	<ul style="list-style-type: none"> • Historic balances on the fixed assets register • Sales ledger maintenance • Sharing the monthly management accounts • Local governors' pecuniary interests • Secondary review of journal adjustments

Further details in respect of the observations made and our associated recommendations are provided at Appendix 2 to this report.

Financial performance and position

Audited results

The results reported within an academy trust set of financial statements include a number of non-cash movements including Local Government Pension Scheme adjustments and depreciation charges, which do not usually appear within the management accounts. The analysis below shows the financial performance reported in the financial statements excluding these items so that the results can be more easily related to figures that are being reported in-year. Excluding movements on tangible fixed assets, the defined benefit pension liability, the Academy Trust's "operational" deficit for the year was £144,000 (2019: operational surplus of £241,000), as reconciled below.

	2020 £'000	2019 £'000
Overall net movement in funds	(521)	(8,944)
Add / (Less): net expenditure attributable to the fixed assets fund (note 1)	403	295
Add: revaluation of leasehold land and buildings	-	8,434
(Less) / Add: LGPS actuarial (gains) / loss (note 2)	(147)	230
Add: LGPS service cost adjustment (note 2)	366	182
Add: LGPS interest cost adjustment (note 2)	9	-
Operational surplus for the year excluding fixed asset purchases	110	197
Less: fixed asset purchases from revenue funds (note 3)	(254)	44
Operational (deficit) / surplus for the year	(144)	241
Reconciliation of revenue reserves		
Revenue reserves brought forward (note 4)	1,452	1,211
Operational deficit for the year (as referred to above)	(144)	241
Revenue reserves carried forward	1,308	1,452

Note 1: Movement on fixed assets fund

For the purposes of determining the “operational” deficit, the net income in respect of the fixed assets fund has been disregarded on the basis that the principal movements within this fund relate to capital funding received and the depreciation applied on assets purchased from such funds, and therefore are not in relation to the day-to-day operation of the Academy Trust.

Note 2: LGPS (Local Government Pension Scheme) adjustments

The Academy Trust is one of several employing bodies included within the London Borough of Southward and London Borough of Lambeth Pension Fund. The scheme’s actuaries have prepared a valuation of the assets and liabilities which are specific to South Bank Academies so that the net liability may be included on the balance sheet. For the purposes of determining the “operational” deficit, the non-cash adjustments necessary in accounting for the change in the liability since 1 September 2019 have been excluded.

Note 3: Fixed asset purchases from the revenue fund

The purchase of fixed assets from revenue (operational) funds is shown in the accounts as a transfer from restricted general funds to the restricted fixed asset fund. This additional investment in fixed assets is in addition to the restricted capital funding that the Academy Trust received.

Note 4: Revenue reserves

The revenue reserves of the Academy Trust exclude the tangible fixed asset fund and Local Government Pension Scheme reserve. The revenue reserves therefore represent the funds available for the day-to-day operation of the Academy Trust.

Comparison of key financial ratios

For your information, we have included at Appendix 3 to this report a comparison of the Academy Trust’s key financial ratios for 2018, 2019 and 2020 and also against the sector averages for 2018 and 2019.

Note that the ratios presented in the Appendix may differ from your own ratios where a slightly different formula is used. In addition, the sector averages are drawn from data on approximately 100 academies based in the South East of England and Greater London and whilst they may provide a guide as to how the Academy Trust compares to the sector, there is a substantial amount of diversity across the sector depending on the individual circumstances of each academy.

Other information

Letter of representations

We take this opportunity to enclose a final draft of the letter of representations which we will ask management the Directors to sign at the same time as the approval and signature of the annual report and financial statements.

Integrity, objectivity and independence

In accordance with our profession's ethical guidance and further to the External Audit Strategy document issued to you as part of the pre-audit planning process, we confirm that there are no further matters to bring to your attention in relation to our integrity, objectivity and independence as auditors.

Revision to the going concern auditing standard

The revised UK auditing standard for Going Concern (ISA 570) was published by the Financial Reporting Council (FRC) in September 2019 and is applicable for accounting periods commencing on or after 15 December 2019, and will therefore impact the year ending 31 August 2021. We have not early adopted for the period ended 31 August 2020.

The standard enhances the level of scrutiny that auditors are required to apply when assessing the Trustees' assessment of going concern. The key changes are detailed below:

Auditor's report

- Auditors are now required to provide a positive statement to confirm that the Trustees' use of the going concern basis is appropriate and that material uncertainty with respect to going concern has not been identified.

Audit procedures

- Additional risk assessment procedures are required. This includes assessment over internal control processes with respect to going concern.

- In instances where events or conditions which may cast significant doubt on the ability to continue as a going concern are not disclosed, additional audit procedures are required to determine why these events were not disclosed and perform additional evaluation on the going concern assessment in light of these events.
- Auditors are required to perform detailed substantive procedures each year with a focus on going concern. Previously, such testing was only required if no events or conditions had been identified that cast significant doubt on the entity's going concern status.
- There is now a requirement for material uncertainties to be reported to regulatory authorities.

Academy processes

In light of these changes, we recommend that the Academy Trust review their existing processes in these areas over the course of the next year to ensure that appropriate information will be available for the audit in the year ending 31 August 2021. This includes:

- Documenting processes in place to ensure that the going concern status is regularly monitored by Trustees and that this is formally documented at the year end and in advance of signature of the financial statements.
- Considering the need to increase the level of scrutiny of budgets, in particular sensitivity of key areas such as GAG income, staff costs or capital expenditure, to downside scenarios such as a reduction in pupil numbers or government support, changes to pension contribution rates or project overruns.
- Reviewing forecasting performed within the Academy Trust to ensure that reports which assist in making this assessment (such as budgets, management reports and cash flow forecasts) are accurate.

Other work undertaken as part of the 2019/20 audit cycle

As set out in our External Audit Strategy to you we have also been engaged to provide you with the following services:

- **Teachers' Pension End of Year Certificate (EOYC) assurance**
We can confirm that we have concluded our work on this area. Our assurance report was issued to Teachers' Pensions along with the final End of Year Certificate. Our work did not raise any significant concerns which need to be drawn to your attention.
- **ESFA Accounts Return assurance**
Our work on the Accounts Return assurance will begin in December. We do not have any concerns at this stage and we will work with management to ensure that the Accounts Return together with our assurance report is filed ahead of the 23 February 2020 deadline.
- **Financial statements preparation**
We can confirm that we have concluded our work on this area in preparation for the start of the audit fieldwork dates.

Use of this report

This report has been prepared for your private use only. It has been prepared on the understanding that it will not be shared with any third party, other than the ESFA, without our prior written consent and we can therefore assume no responsibility to any other party. The advice contained herein is based on the information you have provided and UK law and judicial and administrative interpretation as of the date of this report. Should the facts provided to us be incorrect or incomplete or should they change, our advice may be inappropriate. Buzzacott LLP accepts no liability for losses arising from changes in UK law, interpretation or practice or in public policy that are first published after the date of this report.

Buzzacott LLP

Date:

Appendix 1: Audit adjustments and unadjusted items

Unadjusted items

Description	Statement of financial activities		Balance sheet	
	Debits (£)	Credits (£)	Debits (£)	Credits (£)
1 DR Prepayments			5,542	
CR Rates expenditure		5,542		
<i>Being the correction of the rates relief prepayment at year end for UAE</i>				
2 DR Accruals			18,560	
CR Building Management System expenditure		18,560		
<i>Being the removal of accrued expenditure on the Building Management System upgrade not relating to the 19/20 financial year</i>				
3 DR Insurance costs	16,614			
CR Income for the Trust's educational ops		16,614		
<i>Being the re-classification of Insurance costs as expenditure instead of income</i>				
4 DR Staff costs (PAYE)	16,985			
CR Accruals				16,985
<i>Being accrual for the underpayment of PAYE from prior years</i>				
5 DR Catering income	70,551			
CR Other debtors				70,551
<i>Being write back of ParentPay debts not expected to be recoverable</i>				

The above items, if they were to be adjusted, would reduce the Academy Trust's overall reserve balances by £63,434.

Unadjusted items: comparative period

	Description	Statement of financial activities		Balance sheet	
		Debits (£)	Credits (£)	Debits (£)	Credits (£)
1	DR Accruals			58,192	
	CR ICT expenditure		58,192		
	<i>Being credit value applied on invoice from Southwark Council (dated 12/03/2019 for ICT services treated as a charge rather than a credit</i>				
2	DR Depreciation charge for the year	41,208			
	CR Fixed assets: furniture and fittings				41,208
	<i>Being depreciation chargeable on Asset ACPI4895 not charged in 2017/18 and 2018/19</i>				

If a prior period adjustment was processed, the opening reserves balance would have been £16,984 greater.

Appendix 2: Audit observations and recommendations

Observation and Implication	Recommendation	Management comment
<p>B Authorisation of Payroll</p> <p>For 1 out of a sample of 4 payroll documents tested, there was no evidence of authorisation of the Head Office payroll prior to its payment. It is therefore also unclear whether the payroll had been reviewed prior to payment. If the payroll is not subject to secondary review, there is a greater risk of erroneous payments to employees going unnoticed. If the payroll was reviewed, but not evidenced as reviewed, then this makes it more difficult to establish the trail of accountability.</p>	<p>We recommend that a secondary review of the payroll is completed and that the review is evidenced prior to the execution of payments to employees.</p>	<p>We will ensure that there is a secondary review available for payroll if the signatory needed for the first review are not available. This will be necessary if the payroll authorisation is needed during school closures.</p> <p>Person responsible: Helena Abrahams/Om Parkash</p> <p>Date for implementation: November 2020</p>

Observation and Implication	Recommendation	Management comment
<p>B Authorised purchase orders</p> <p>There were 2 instances identified within a sample of 17 expenditure transactions selected for testing where there was no authorised purchase order in place prior to the expenditure being incurred. This increases the risk of charitable funds being expended on inappropriate items.</p>	<p>We recommend that a purchase order is completed and authorised by the relevant budget holder prior to any expenditure being incurred by the Academy Trust (except for items such as direct debits or payments under contracts or agreements previously agreed with the supplier).</p>	<p>E-procurement was introduced in January 2020. We were still processing some invoices without purchase ordering the initial roll out. For 20-21, all purchase orders are electronically authorised through our purchasing systems. No invoices are processed without a PO.</p> <p>Person responsible: Helena Abrahams</p> <p>Date for implementation: Already implemented from September 2020</p>

Observation and Implication	Recommendation	Management comment
<p>B SEN income procedure at UTC</p> <p>Per our review of the Academy Trust’s financial systems, it was evident that there was no formal procedure in relation to SEN income recovery at the UTC. In particular, there is the risk that SEN income to which the Academy Trust is entitled to has not been applied for (or invoiced for) on a timely basis.</p> <p>We understand that this area has not received much focus due to changes in the SEN Co-ordinator for the UTC over the last couple of years.</p>	<p>We recommend that UTC implements a process for listing and tracking pupils eligible for SEN income and ensuring that there is clear and timely reconciliation of the income entitlement to the actual income invoiced for. To facilitate this, there should be clear and regular communication between SEN Co-ordinator and the Academy Trust’s finance team.</p>	<p>There have been several changes in staff in this role at UTC and we now have a permanent full-time SENDCO. They are working closely with the SENDCO at UAE to implement similar ways of working which will means that our SEN income forecasting is more reliable.</p> <p>Person responsible: Helena Abrahams/Om Parkash</p> <p>Date for implementation: Already implemented from September 2020</p>
<p>B Parent Pay debtor</p> <p>In the prior year at year end, there was a £112k debtor in relation to Parent Pay and a provision had been made in relation to a doubtful debt for the full amount. Per review of the minutes, the ESFA was to be contacted in order for the debt to be written off. However, this has not happened and this may be perceived as a breach in ESFA’s regularity requirements. The major part of the provision has, however, been reversed in 2019/20.</p>	<p>We recommend that the ESFA is contacted to explain the circumstances pertaining to the write off of the Parent Pay debtor and their guidance is sought.</p>	<p>Contact will be made with the ESFA to advise them of our actions and their advice sought on how to handle this debt, so that this issue can be resolved.</p> <p>Person responsible: Natalie Ferer/Helena Abrahams</p> <p>Date for implementation: December 2020</p>

Observation and Implication	Recommendation	Management comment
<p>B Signed copies of key contracts</p> <p>As part of our audit, we had requested sight of signed contracts in relation to the leases for the UAE and UTC properties, and the signed copy of the Shared Use Agreement between the Academy Trust and Trinity Academy for the shared usage of the Trinity Academy Sports Hall and Multi-Use Games Area. We were unable to sight a signed copy of any of the documents requested with the exception of the UAE lease.</p> <p>As noted earlier in this report, the UTC lease is in the process of being finalised. Should disputes arise over any key terms to the agreement, the lack of a final signed version of the agreed terms could present difficulties in getting the matter resolved.</p>	<p>We recommend that the Academy Trust continues to locate these items. It is likely that the Academy Trust’s solicitor may have a signed copy of the fully executed contract and the matter should therefore be taken forward with the Academy Trust’s solicitors if the agreements cannot be located internally.</p>	<p>The UTC lease is being progressed and should be near completion.</p> <p>Person responsible: Dan Cundy/Stephen Lamont (LSBU)</p> <p>Date for implementation: December 2020</p>

Observation and Implication	Recommendation	Management comment
<p>B Missing contracts of employment</p> <p>We identified 1 instance in a sample of 28 where the personnel file for the employee could not be located and therefore key information including signed contract of employment and latest authorised salary rate could not be determined. Similarly, within the same sample, we identified 1 further employee for which no contract of employment was in place – the explanation provided was that the employee is a casual worker. [We await the authorised timesheets and authorised rate of pay in respect of this employee]</p>	<p>We recommend that the Academy Trust ensures that key contractual information and terms of employment are retained as part of the Academy Trust’s records for all employees, casual or otherwise.</p>	<p>A full audit of the personnel files will be undertaken by HR Manager to ensure files are in place for all employees.</p> <p>Person responsible: Jacqui Collins</p> <p>Date for implementation: January 2021</p>
<p>C Historic balances on the fixed assets register</p> <p>We note that some of the older capital purchases of furniture and equipment are not separately identifiable on the Academy Trust’s fixed assets register (instead these are grouped together as a ‘brought forward’ sum). We are however pleased to note that more recent items are separately identifiable.</p>	<p>We do not propose that these historic ‘brought forward’ balances are investigated, but in order to tidy up the fixed assets register, as and when these balances become fully written down, we recommend that they are removed from the register entirely.</p>	<p>Recommendation noted. SBA's fixed asset register was put together using Audited accounts for prior year as there was no record on PSF - the accounting system. These brought forward sum will fully depreciate in 20/21 and will be removed from the asset register.</p> <p>Person responsible: Loretta Audu</p> <p>Date for implementation: January 2021</p>

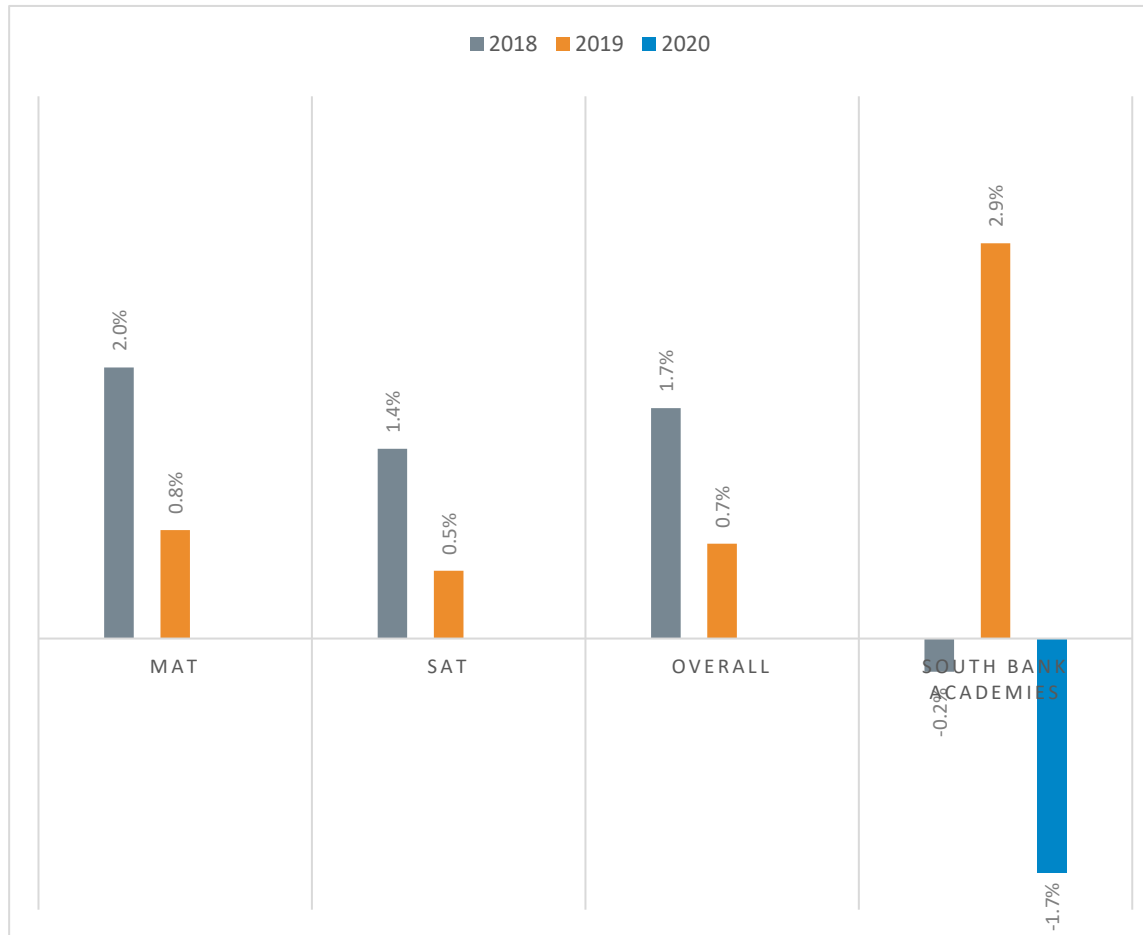
	Observation and Implication	Recommendation	Management comment
C	<p>Sales ledger maintenance</p> <p>The aged debtors listing for the UAE reported a net debtor balance of £5k as at 31 August 2020. This principally comprised a credit balance of £57k described as an ‘opening balance’ under a customer account described as ‘Dummy Op Balance’. This was offset by debit balances totalling £52k on a customer account labelled as ‘YE Sales Adjustment’. It is unclear what these balances represent, but our expectation is that these entries are not recoverable / repayable and should be written out.</p>	<p>We recommend that the Academy Trust reviews the entries noted within the UAE sales ledger with the view of clearing out any entries that are not recoverable / repayable.</p>	<p>These are historic entries (2016-17) that we are unable to find any correspondence for and will be cleared in November 2020.</p> <p>Person responsible: Helena Abrahams/Loretta Audu</p> <p>Date for implementation: November 2020</p>
C	<p>Sharing the monthly management accounts</p> <p>ESFA’s Academies Financial Handbook states that management accounts should be prepared and shared with the Chair of Trustees on a monthly basis. The Academy Trust’s regularity self-assessment noted that the reports had not been shared in every month during 2019/20. However, a process for this was expected to be in place for 2020/21.</p>	<p>We recommend that the management accounts are shared with the Chair of Trustees once produced on a monthly basis in order to satisfy the ESFA requirement (which has been in place since 1 September 2018).</p>	<p>Management Accounts are prepared monthly by the Finance Manager. We are working with the Governance Team to have a system in place in order that these can be shared with the Chair and Trustees.</p> <p>Person responsible: Helena Abrahams/Governance - Ciara Carroll</p> <p>Date for implementation: November 2020</p>

Observation and Implication	Recommendation	Management comment
<p>C Local governors' pecuniary interests</p> <p>At the time of the audit work, we were unable to access details of the pecuniary interests of the Local Governing Bodies of individual schools on the Academy Trusts' (or the individual school's) websites.</p> <p>The ESFA Academies Financial Handbook places a requirement for Academy Trusts to publish the aforementioned information on the Academy Trust's website.</p> <p>(We were however pleased to note that the declarations for the Trustees of the Academy Trust as a whole had been included on the Academy Trust's website)</p>	<p>We recommend that the Academy Trust updates its website for the missing declarations of Local Governors as soon as possible.</p>	<p>Noted</p> <p>Person responsible: Governance Team</p> <p>Date for implementation: TBA</p>

Observation and Implication	Recommendation	Management comment
<p>C Secondary review of journal postings</p> <p>With respect to manual journal adjustments made to the accounting ledger, we note that a report is produced from the accounting system by the Schools Finance Manager showing details of all manual adjustments posted to the ledger. This report would ordinarily be reviewed by the Trust Business Manager. However, there was no evidence of this review occurring (for example through a signature on the report itself). We understand that since the start of the Covid-19 lockdown, there have also been difficulties in completing the secondary review as well.</p>	<p>In order to maintain a clear trail of agreed financial procedures being followed, we recommend that the report of journal adjustments reviewed by the Trust Business Manager is evidenced as reviewed (for example through a signature on the report itself).</p>	<p>Prior to COVID-19 and the Finance team working from home, all journals created by the Schools Finance Manager were countersigned by the Trust Business Manager upon input to PSF.</p> <p>PSF does have a 2 step authorisation process for journal input, prior to entry to the books.</p> <p>We will look at implementing this process as we continue to work from home.</p> <p>Person responsible: Helena Abrahams/Om Parkash/Loretta Audu</p> <p>Date for implementation</p>

Appendix 3: Comparison of financial ratios

Operational margin



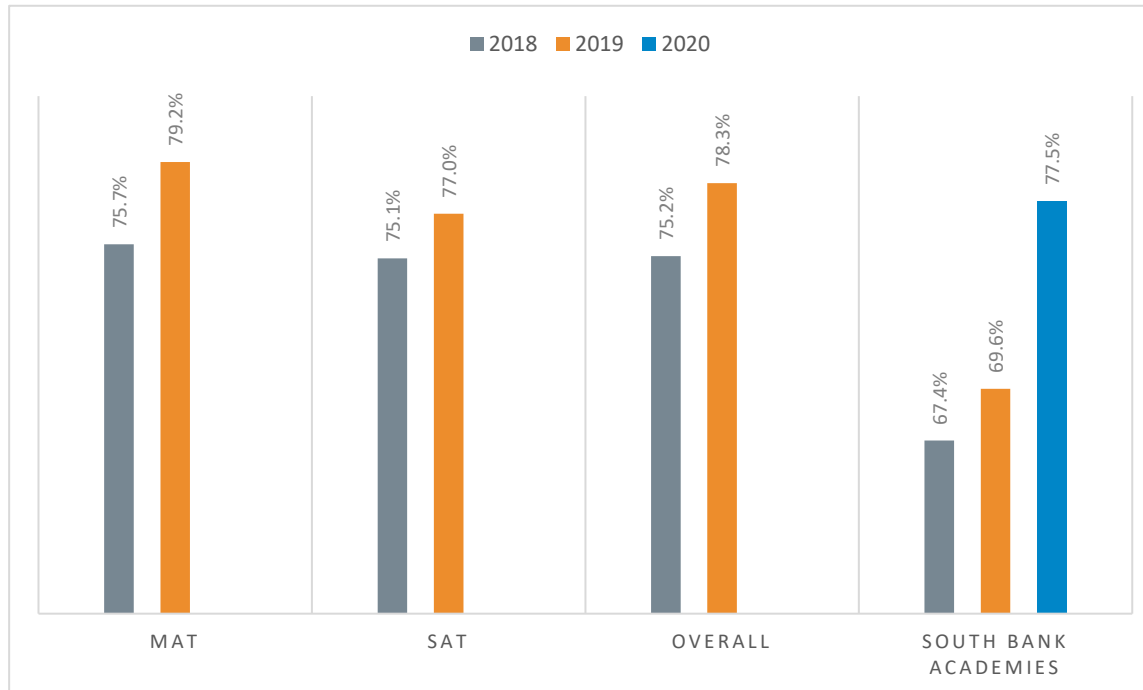
Formula: Surplus (deficit) for the year excluding fixed asset fund, LGPS adjustments and amounts donated on conversion ÷ Total income excluding fixed asset fund income and amounts donated on conversion.

The aim of an academy trust is not to generate profits on trading or capital gains, but to provide quality education and fully utilise its resources in so doing.

The most significant factor on the operations margin of trusts is payroll, the largest of a trust's costs. Though schools set their teachers' pay, these are determined by national pay scales, which along with employer pension and national insurance contributions are not within the control of an academy trust.

This impact of increasing payroll costs (as shown in the following graph) was a reduction in the average operating margin between 2018 and 2019

Payroll as a % of operational income



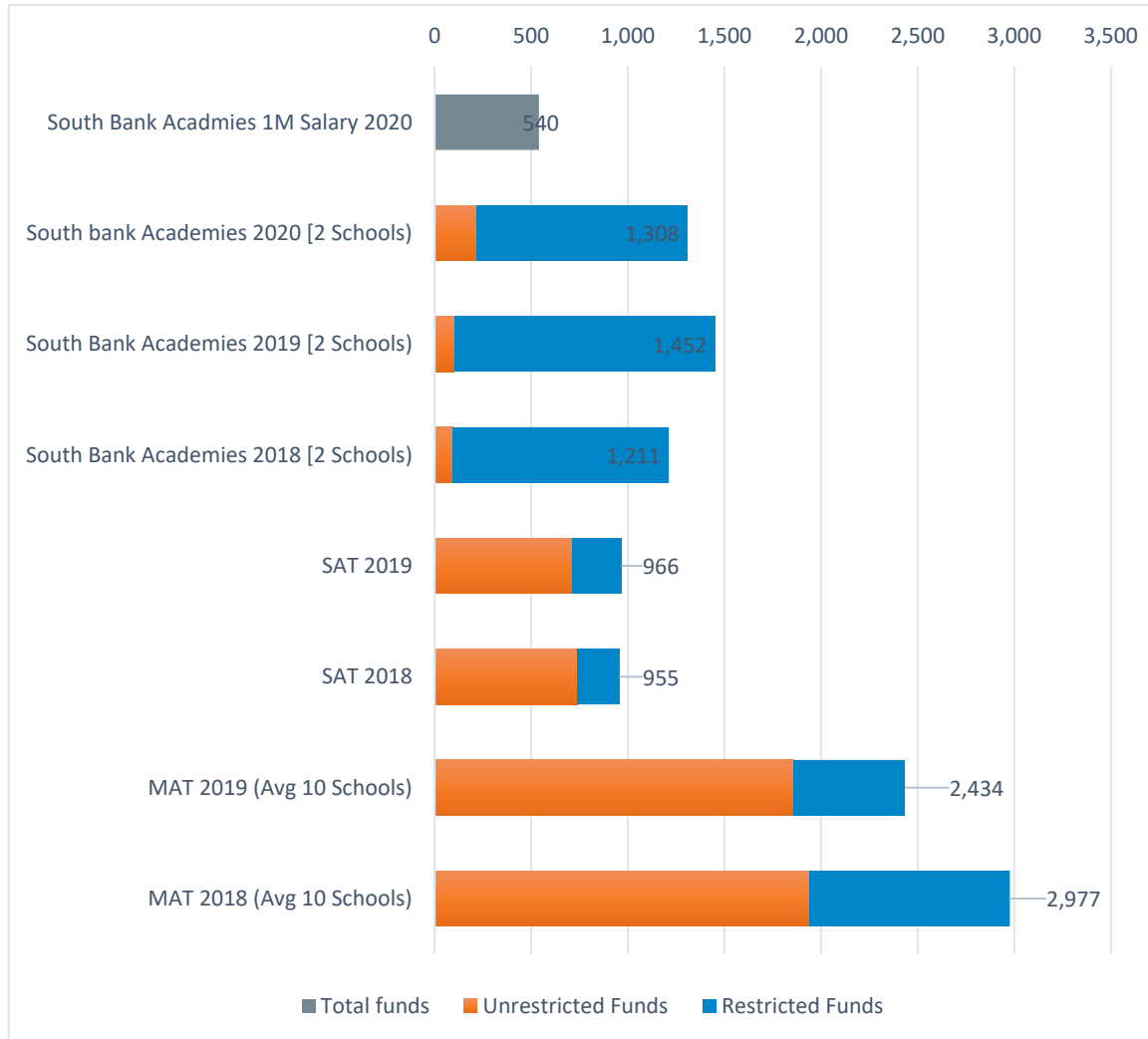
Formula: Total payroll costs (including defined benefit pension scheme adjustments and agency costs, but excluding severance payments) ÷ Total income (excluding capital grants, conversion balances, sponsorship and start up grants)

Staff costs represent the most significant area of expenditure for all academies and are viewed by third parties as a critical indicator of financial and operational efficiency. Typically, staff costs make up 65% - 80% of both total costs and total income. As an average, across most Academy Trust we have seen an increase in payroll costs. In 2019, the average ratio excluding defined benefit pension scheme adjustments was 76.3% for a MAT and 74.3% for a SAT (75.4% overall).

Using the data for 2018/19, we also considered the average number of higher paid employees per school (i.e. those earning in excess of £60,000 per annum) by type of academy trust.

Type of Trust	Average no. HPEs per school
Large MAT (15+ schools)	4.9
Medium MAT (5-14 schools)	3.4
Small MAT (2-4 schools)	5.2
Secondary	10.0
Primary	2.8

Reserves

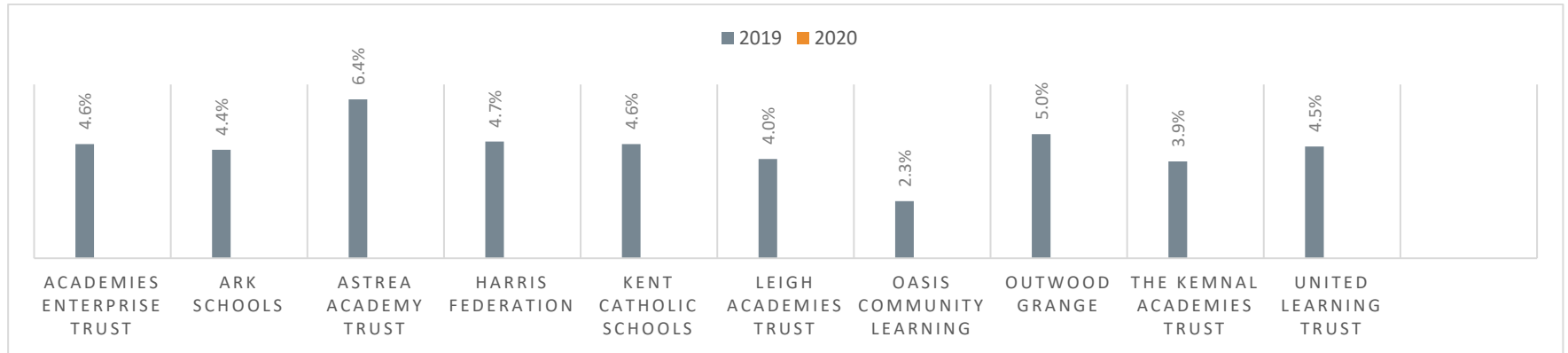


The graph to the left shows the split of the Academy Trust's reserves between unrestricted funds (including designated funds) and restricted funds (excluding the fixed assets fund and pension reserve).

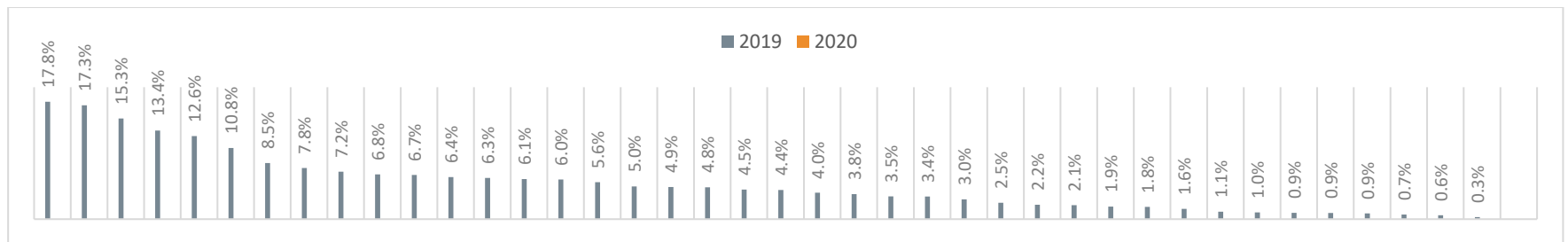
The government recommend that the amount an academy trust set aside is based on the type and size of the academy trust as well as the particular risks that it faces (for instance, if they are locked into a PFI contract). They encourage academy trusts to ensure that they keep at least one-month's salary cost as a revenue reserve.

When considering a reserves policy, academy trusts should consider wider financial risks and future plans to determine the appropriate level of reserves in the academy trust's own context. MATs should also consider how the reserves policy applied across constituent schools and to what extent risk can be spread across the trust.

Central service charge (as a percentage of total income)



Over the last few years, the number of academies forming or joining Multi Academy Trusts (MATs) has increased due to the benefits that the MAT structure offers. As part of a MAT, individual academies can receive extra support (on educational and non-educational matters) and achieve economies of scale. The sharing of services (such as human resources, financial services, premises, PR and marketing, to name a few) means that smaller academies can benefit from the expertise and skills of a larger organisation. The most common method of financing a MAT is “top-slicing” whereby each academy within the MAT will contribute a portion of its income to cover the costs of the shared central services. The chart above shows the average charge applied by larger multi-academy trusts – those operating more than 20 schools.



The second chart shows the larger degree of variation in top-slice charges made by MATs operating fewer than 20 schools.

LGPS liability as a percentage of GAG income

As for all academy trusts, South Bank Academies's support staff are eligible to participate in a relevant Local Government Pension Scheme, a multi-employer defined benefit scheme. In accordance with the requirements of the reporting standards, the Academy Trust has included its share of the liability in the scheme on its balance sheet, as estimated by the scheme actuary. As slight changes in the actuarial assumptions used can have a substantial impact on the overall net pension liability, we have provided in the table below a comparison of the Academy Trust's 2019/20 LGPS retirement benefit assumptions against those of other educational organisations.

	Sector Average %	South Bank Academies %
Assumptions		
Salary increases	3.0%	3.2%
Pension increases	2.3%	2.2%
Discount rate	1.7%	1.7%
Increase in LGPS liability from 01/09/19 to 31/08/20	17.5%	47.7%
Value of LGPS liability at 31 August 2020 (£000s)	N/A	706
LGPS liability as a percentage of GAG income	49%	8%

Appendix 4: Performance Assessment

Following the introduction of the Academies Financial Handbook 2020, the audit committee (or equivalent) is expected to produce an annual report to the Board/Members on its activities during the year including the appraisal of the external auditors. To assist the audit committee in their annual appraisal of the external auditor, we have assessed our performance against the following ESFA performance indicators:

Performance Indicator	Target	Result
An external audit plan to be produced for consideration by the Trustees in advance of the external audit addressing the key risks specific to the Academy Trust	100% Delivery	Achieved
To ensure consistency within the audit team at partner and manager level	Only periodic rotation of personnel	Achieved
Annual audit to be performed in line with agreed deadlines	100% Delivery	Achieved
Post Audit Report to be produced detailing audit findings for consideration by the Trustees with comments and recommendations discussed with management in advance of this meeting	100% Delivery	Achieved
Buzzacott attendance at Audit Committee meetings	Attendance at all relevant meetings	Achieved
Audit of the financial statements to be performed in accordance with the Academies Accounts Direction 2019 to 2020 issued by the ESFA and Companies Act requirements	To conform to standards	Achieved

Appendix 5: Sector developments

Coronavirus

The Department for Education (DfE) continues to publish guidance about COVID-19 in educational settings for staff, parents and carers, pupils and students online.

The guidance is available at <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings> and includes information on topics such as:

- educational provision for vulnerable children and children of key workers;
- the closure of educational settings;
- free school meals arrangements;
- the cancellation of GCSEs, AS and A levels;
- travel guidance for educational settings;
- social distancing in education and childcare settings;
- financial support for schools;
- online education resources;
- school and college performance measures; and
- school admission appeals.

Additional information is also available through the Buzzacott website at <https://www.buzzacott.co.uk/news/responding-to-the->

[impact-of-covid-19](#) Details are provided on a range of best practice and how to access available support, including:

- accessing support through the Coronavirus Job Retention Scheme;
- employment updates;
- regulatory and governance updates.

The situation continues to evolve and relevant information will also be shared through our email distribution lists. We also recommend that the Trust reviews the weekly ESFA update for academy trusts which is published at <https://www.gov.uk/government/collections/esfa-update> .

Compliance

Compliance deadlines during 2020 and 2021

On 26 August, Eileen Milner, the ESFA's Chief Executive, wrote to all accounting officers to explain that the deadlines for the submission of various statutory documents and returns by academy trusts were each being extended by approximately one month as a result of the challenges presented by the ongoing Coronavirus pandemic. These submissions include the audited statutory financial statements (including the management letter and internal scrutiny annual summary), annual accounts return (AAR), completed Land and Buildings Collection Tool, Budget Forecast Return Outturn (BFRO) and

Budget Forecast Return Three-Year (BFR3Y). The letter encourages Trusts to aim for the usual deadline and explains that the normal deadlines will be restored for the year ended 31 August 2021. The full letter is available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/911960/ESFA_letter_to_academy_trust_accounting_officers_august_2020.pdf

Academies Financial Handbook 2020

The ESFA published the latest update to the Academies Financial Handbook (AFH 2020) on 23 June 2020. All Academy Trusts must comply with the handbook as part of the conditions of their funding agreements. The major changes in AFH 2020 relate to:

- **Audit Committee:** References throughout the AFH to the 'audit committee' of a trust are replaced in AFH 2020 by the 'audit and risk committee'. There is a new requirement for this Committee to produce an annual report of their conclusions for the board of trustees and members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration.
- **Internal scrutiny:** A raft of clarifications are included in respect of risk management and the responsibilities of the Board and the 'audit and risk committee' (previously the 'audit committee'). The audit and risk committee must: direct

the trust's programme of internal scrutiny, ensure that risks are being addressed appropriately through internal scrutiny and report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks.

- **Revised FRC Ethical standard for auditors and impact on internal scrutiny:** AFH 2020 removes the option for internal audit to be performed by the external auditor, as expected and in line with the FRC Ethical Standard and Accounts Direction. It does note transitional arrangements in the Standard which permit existing audit engagements at 15 March 2020 to conclude. The Handbook clarifies that the term 'internal scrutiny' should be viewed in the same as the term 'internal audit'
- **Clerking:** The AFH 2020 makes the appointment of a clerk a 'must' requirement as opposed to a 'should' requirement, meaning that all trusts must now have appointed a clerk.
- **Chief Financial Officers (CFOs):** The AFH 2020 introduces the new requirement that trusts must assess whether the CFO, and others holding key financial posts, should have a business or accountancy qualification and hold membership of a relevant professional body. This will depend on the risk, scale and complexity of financial operations of the trust. The

Handbook encourages larger trusts (defined as having over 3,000 pupils) to consider the range of accountancy qualifications available from professional bodies such as the ICAEW, ACCA, CIMA or CIPFA and take this into account when filling CFO vacancies. There is also a new clarification that CFOs should maintain continuing professional development and undertake relevant ongoing training.

- **Executive pay:** New requirement that the trust must publish on its website the number of employees whose benefits exceeded £100k, in £10k bandings, as an extract from the disclosure in its financial statements. In the case of employees who are trustees, this would be in bands of £5k.
- **Data Collection:** The new requirement that trusts complete the school resource management self-assessment tool using the ESFA's online form is reinforced in the AFH2020.

The full list of changes in AFH 2020 can be found on page 9 of the document, which is available in pdf format here:

<https://www.gov.uk/guidance/academies-financial-handbook/academies-financial-handbook-2020-to-print>

Financial management good practice guides

In March 2019, the ESFA began publishing a series of short “good practice” guides to assist academy trusts in topical areas of financial management. In addition to updating the ten guides initially published during 2019/20 for ongoing developments, the ESFA has published a new guide during 2019/20 on Streamlined Energy and Carbon Reporting (SECR) for Trusts which qualify as large companies.

The ESFA's good practice guides can be found here:

<https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides>

Academy Accounts Direction 2020/21

The Academy Accounts Direction (AAD) 2020/21 is likely to be published early in 2021. As a result of the Coronavirus pandemic, a number of more significant changes to the statutory reporting requirements which were planned for the 2019/20 AAD have been delayed until 2020/21.

Keeping Children Safe in Education update

On 17 June 2020, the Government published the latest iteration of the Keeping Children Safe in Education (KCSIE) guidance, applicable from 1 September 2020.

As in previous versions, the guidance notes that safeguarding is the responsibility of everybody who comes into contact with children and all staff at academy trusts must therefore read Section 1 of the document at the very least.

In addition to general clarifications, the main changes relate to:

- Statutory changes, for example the inclusion of requirements regarding mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020.
- Clarifications regarding the importance of mental health (in addition to physical wellbeing) in relation to safeguarding.
- Additional information regarding behaviours which may indicate that an individual is not suitable to work with children, specifically in relation to situation where such individuals have been involved in incidents which do not involve children but could indicate that they would exhibit similarly inappropriate reactions if working with children in schools.
- Further clarifications relating to domestic abuse, including information on how witnessing or suffering domestic abuse can impact children.
- A link to the non-statutory supplementary Covid-19 guidance which was released during 2019/20 to assist schools during the lockdown period.
- Additional clarifications regarding GDPR.

The full document can be downloaded from the Government's website here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Assurance themes

On 15 September 2020, the ESFA published its briefing report on the key assurance themes arising from work undertaken during its 2019/20 year (covering the accounting period ended 31 August 2019). The report notes that the 98% of accounts were submitted by the deadline and that just 0.7% of the statutory audit reports were modified (a decrease from 1.2% the prior year). The majority of delays and modifications continue to relate to issues around trust closure and going concern.

The percentage of modified regularity reports rose from 5.9% in 2017/18 to 7.1% in 2018/19, with the increase attributable to modifications in respect of the new requirements prohibiting the purchase of any alcohol.

The ESFA's report also noted that some trusts' internal scrutiny submissions contained very little information regarding the detail of the work undertaken or the findings arising and encourages trusts to refer to the good practice guide on 'internal scrutiny in academy trusts' (please see above for a link to the good practice guides).

The full report is available to read here:

<https://www.gov.uk/government/publications/academy-trusts-themes-arising-from-esfas-assurance-work>

Funding and finance

National funding formula for 2020/21 and beyond

The Minister of State for Schools Standards announced on 9 September 2019 that the Government would continue to use the National Funding Formula to calculate notional allocations for academy revenue funding for 2020/21 and future years. The announcement covered various changes which would apply to the National Funding Formula for 2020/21, including the setting of minimum per pupil funding levels at £3,750 for primary schools and £5,000 secondary schools.

In the same bulletin, it was announced that funding for 2021/22 across all schools would rise by £2.6 billion, and by £4.8 billion for 2022/23 (relative to funding in 2018/19, in both cases).

The full announcement and list of changes to the formula is published here:

<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2019-09-09/HCWS1828/>.

The operational guidance on revenue funding can be found here:

<https://www.gov.uk/guidance/academies-funding-allocations>

Exit payment cap for public sector workers

The government published the results of its consultation on proposals to introduce a £95,000 cap on exit payments for public sector workers when they leave their jobs on 21 July 2020. The response to the consultation notes that:

- The £95,000 cap will apply to the total value of payments made as a consequence of the termination of an individual's employment.
- The cap will now be introduced as soon as possible, rather than in two stages as originally planned.
- The cap may be relaxed under certain published circumstances; any relaxation outside of these circumstances requires the approval of HM Treasury.

The full response to the consultation can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902087/Public_sector_exit_payments_Consultation_response.pdf

Teachers' Pay Grant

The Government has confirmed that it will continue to provide grant funding for schools to cover the 2.75% teachers' pay award approved by the Secretary of State for Education in July 2019. Whilst the Government's current publications on revenue funding and the Teachers' Pay grant confirm that it will continue to be paid separately from revenue funding allocation until 31 March 2021, there has yet to be any indication of whether it will continue beyond that date.

It was confirmed on 27 February 2020 that, for the 5-month period from April 2020 to August 2020, rates would be five-sevenths of the 7-month rates from September 2019 to March 2020, and that the payments would use October 2019 pupil numbers for 5 to 16 year olds as a basis for allocating funding.

More information on the detailed allocation of funding can be found here:

<https://www.gov.uk/government/publications/teachers-pay-grant-methodology/teachers-pay-grant-methodology>

Teachers' Pension Employer Contribution Grant (TPECG)

Teachers' pension contributions for employers increased from 16.48% to 23.68% on 1 September 2019. The government initially agreed to provide fund to cover the initial impact of the additional cost to employers, which it estimated at £848 million, between 1 September

2019 and 31 March 2020. This grant continues to be paid separately from general revenue funding.

As with the teachers' pay grant, it was confirmed on 27 February 2020 that, for the 5-month period from April 2020 to August 2020, rates would be five-sevenths of the 7-month rates from September 2019 to March 2020, and that the payments would use October 2019 pupil numbers for 5 to 16 year olds as a basis for allocating funding. The rates.

It had previously been verbally announced that the funding would cover a three year period from 30 September 2019 to 31 August 2022. The published grant conditions cover the year from 1 April 2020 to 31 March 2021, but there has, as yet, been no formal publication confirmation funding beyond 31 March 2021.

Further information on the TPECG can be found here: <https://www.gov.uk/government/publications/teachers-pension-employer-contribution-grant-tpecg>

Local Government Pension Schemes

The latest triennial valuation of the Local Government Pension Schemes (LGPS) was carried out as at 31 March 2019 and was published on 22 May 2020 as part of the LGPS' annual report and financial statements. The total liability across the 89 schemes in England and Wales at 31 March 2019 was estimated to stand at

approximately £291 billion. When set against the scheme's assets, the funding rate was approximately 98%, a significant improvement on the 85% level estimated for the previous triennial valuation as at 31 March 2016. The impact of this valuation on employer contribution levels has yet to be announced.

A summary from the Chair of the LGPS Advisory Board, including a link to the full annual report for the LGPS as a whole, has been published here: <https://lgpsboard.org/index.php/schemedata/scheme-annual-report>

Policy and Governance

Transparent and accountable governance

In June 2020, the Charity Commission issued an alert for charities emphasising the importance of transparent and accountable governance. This alert was sent to trustees of large charities with complex governance and management structures that are in a service-providing industry (e.g. health, education, disaster relief etc). Whilst this was published by the Charity Commission rather than the ESFA, the points it raised are relevant to Academy Trusts.

The alert was prompted following a Charity Commission investigation into the Royal National Institute of Blind People (RNIB) which found that some beneficiaries were being placed at undue risk of harm through what it describes as systematic weaknesses at senior levels including having a culture of dismissiveness toward Ofsted or CQC

criticism, inadequate staff training and an overreliance on agency staff leading to poor recruitment practices. The full report can be read at: <https://www.gov.uk/government/news/rnib-failures-led-to-some-children-in-the-charitys-care-being-harmed-says-watchdog>

As a result of the RNIB investigation, the regulator has provided an alert to remind trustees, senior executives and staff of such charities on the best practice approach to good governance.

Trustees

The role of a trustee is to ensure robust oversight of the charity's operations and structure. Trustees may choose to delegate significant decision-making authority to senior executives and communication needs to be regular and effective. Trustees should also undertake an annual review of the charity's approach to identifying, prioritising and managing risks and establish a timely process for making and handling any complaints against the charity. The alert also suggests that clear lines of responsibility and reporting between all governance and management committees need to be made and that each body has the right mix of skills and is guided by appropriate terms of reference.

Executives

An executive should have effective oversight of the charity's operations and have the confidence to fully disclose any incident to trustees, regulators or agencies on a timely basis. The Charity

Commission encourages regular reporting to the Board on significant incidents which should also include a summary of how such incidents are managed and mitigated. Executives also need to provide assurance to trustees on the quality and safety of the charity's activities and need to have confidence in third party suppliers if used on how they carry out their work.

Staff

Service-providing charities make use of front-line staff or volunteers who serve and interact directly with beneficiaries, who are often vulnerable, and it is important that safeguarding responsibilities remain a top governance priority. The alert highlights the following points for charities to consider:

- Establishing safeguarding policies and procedures that all stakeholders follow;
- Ensuring there are skilled, trained staff/volunteers/trustees to protect people;
- Appointing a senior safeguarding lead to help co-ordinate the charity's safeguarding strategy through engagement both internally and with other agencies and partners; and
- Reviewing the charity's safeguarding arrangements on a regular basis.

The Charity Commission's full alert can be read at: <https://www.gov.uk/government/publications/alert-for-charities-the-importance-of-transparent-and-accountable-governance/alert-for-charities-the-importance-of-transparent-and-accountable-governance>

Impact of Brexit on audit and accounting

Following the UK's exit from the EU on 31 January 2020, under the terms of the Withdrawal Agreement, the UK entered a "transition period" which is due to end on 31 December 2020. During the transition period there is no change to the UK's audit, accounting and corporate reporting framework.

NCVO Code of Ethics

In light of concerns on safeguarding, the National Council for Voluntary Associations (NCVO) has developed a Code of Ethics for charities to review their own internal policies and practices. This may be a useful tool for Academy Trusts to consider in the context of their own policies, in conjunction with ESFA and DfE guidance. Endorsement of the 'Charity Ethical Principles' is voluntary but covers four key areas: putting beneficiaries first, integrity, being open and the right to be safe. The Principles can be read in full at <https://www.ncvo.org.uk/policy-and-research/ethics/code-of-ethics>

Fraud and cybercrime

The Government has published a comprehensive guide on how charities can protect themselves against fraud and cybercrime. The guide covers all aspects of fraud and cybercrime with useful links to relevant organisations that combat fraud in charities. As not-for-profit organisations and exempt charities, this guidance is equally applicable to academy trusts.

The guidance determines eight overarching principles for tackling fraud:

1. Fraud will always happen, even at charities;
2. Threats are constantly changing so it is important for charities to be able to adapt defences quickly;
3. Prevention mechanisms are better than cure;
4. Fraudsters exploit the trust and goodwill of a charity;
5. It is good to discover fraud as this is the first step in fighting fraud;
6. Report all fraud on a timely basis to Action Fraud, the relevant regulator or police;
7. Responses to fraud should be proportionate to the charity's size, activities and fraud risks;

8. Everybody involved in the charity should help fight fraud, especially trustees.

The fraud section of the guidance covers a broad range of issues, including how fraud should be reported if a charity is a victim of fraud, how a charity should protect itself from fraud and example policies on anti-fraud, whistleblowing and investigations.

As an ever evolving threat to all organisations, the guidance on cybercrime covers an array of topics. Of particular significance, the National Cyber Security Centre (NCSC) has produced an electronic learning training package covering top tips for staff that covers four key areas: defence against phishing, passwords, device security and incident reporting. The NCSC has also designed a toolkit specifically for boards to encourage wider discussions throughout the charity which contains information on how to plan a response to a cyber-incident. In the event of a cybercrime attack, Action Fraud, the national policing lead for fraud, has launched a 24/7 live cyber-attack helpline which is connected with the National Fraud Intelligence Bureau (NFIB).

The detailed guidance can be found at: <https://www.gov.uk/guidance/protect-your-charity-from-fraud>

HR and Personnel

Auto-enrolment

With effect from 6 April 2019, the minimum level of contribution rates into a workplace pension scheme rose to 8% (being at least 3% from the employer, with the employee contributing 5%).

If the employer elects to contribute at a higher rate than these minimum amounts, the rate of contributions required from employees will reduce accordingly.

Taxation

Gift Aid Small Donations Scheme for academies and MATs

GASDS is a simple way to claim Gift Aid-style top-up payments on small cash donations or contactless card donations (£30 or less) without any need to collect personal details or a declaration from the donor. For an academy trust, the GASDS could be useful for cash collections made at, for example, PTU meetings, parents' evenings and school fairs etc.

As with regular Gift Aid, HM Revenue and Customs (HMRC) will pay out 25% of the total value of the donations received. However, with no requirement to collect declarations, in basic principle GASDS is as simple as collecting and recording the cash, and then making the claim.

Further information on GASDS and how academy trusts could effectively apply the scheme can be found on the Buzzacott website, here: <https://www.buzzacott.co.uk/insights/gift-aid-small-donations-scheme-for-academies-and-mats-worth-2-000-per-school-per-year>

VAT

HMRC is looking closely at Academies and their VAT obligations and continues to issue letters to trusts clarifying their responsibilities. The letter reminds trusts that they cannot use the VAT126 form to claim VAT on purchases related to business supplies if they are not VAT registered. The letter also reminds trusts that they must be registered for VAT if their annual taxable turnover exceeds the registration threshold (currently £85,000). Given that a MAT with a small number of schools can easily breach this threshold with what might appear to be a small amount of taxable business supplies at different schools, it is important that trusts regularly review their level of activities and taxable business supplies.

For further information on the common direct tax and VAT pitfalls and risks for academy trusts, please see our website: <https://www.buzzacott.co.uk/insights/academies-common-tax-pitfalls-risks-and-opportunities>

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	CONFIDENTIAL
Paper title:	Letter of Representation
Board/Committee:	SBA Board
Date of meeting:	15 December 2020
Author(s):	Buzzacott
Sponsor(s):	Natalie Ferer, Group Financial Controller
Purpose:	For Approval
Recommendation:	The Board is requested to approve the attached letter of representation and for it to be signed by the Chair of the SBA Board

Summary:

The letter of representation requires the Board to give specific assurances to the auditors, Buzzacott, over matters regarding the financial statements and year end audit.

It should be signed by the Chair of the Board at the time of signing the accounts. The attached letter contains standard representations. There are no items to report that are specific to SBA.

Recommendation:

The Board is requested to approve the attached letter of representation and for it to be signed by the Chair of the SBA Board

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Buzzacott LLP
130 Wood Street
London
EC2V 6DL

Your ref SBA001/CB/GM

Dear Sirs

Audit representations – South Bank Academies

This representation letter is provided in connection with your audit of the financial statements of South Bank Academies (the 'Academy Trust') for the year ended 31 August 2020 for the purposes of expressing an opinion as to whether the financial statements are true and fair in all material respects.

We confirm that the following representations are made on the basis of enquiries of management and staff with relevant knowledge and experience (and, where appropriate, of inspection of supporting documentation) sufficient to satisfy ourselves that we can properly make each of the following representations to you.

1. General

We have fulfilled our responsibilities under the Companies Act 2006, as set out in the terms of engagement letter dated 6 August 2020 for the preparation of the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (UK GAAP) which give a true and fair view and for making accurate representations to you as auditor.

We confirm that all the accounting records have been made available to you for the purpose of your audit and all the transactions undertaken by the Academy Trust have been adequately reflected and recorded in the accounting records. All other records and related information, including minutes of governor and management meetings, have been made available to you. We have provided additional information that you have requested from us for the purposes of the audit and we have given you unrestricted access to persons within the Academy Trust in order to obtain audit evidence.

2. Going concern

We believe that the Academy Trust's accounts should be prepared on a going concern basis on the grounds that, based on the Academy Trust's assessment of the feasibility of future plans, current and future sources of funding or support will be adequate for the Academy Trust's needs.

We confirm that we have considered the impact of the current Coronavirus pandemic on the Academy Trust's operations, with a particular focus on its effect on its financial position including its income, expenditure and reserves; its beneficiaries; and its employees.

While we acknowledge the disruption caused by the pandemic to the Academy Trust's day-to-day operations, we confirm that we do not consider this to be cause for material uncertainty in respect to the Academy Trust's ability to continue as a going concern. The Academy Trust has and is continuing to develop contingency plans which are being implemented successfully and we consider that the Academy Trust has sufficient cash resources to continue for the foreseeable future, despite the current crisis.

We believe that no further disclosures relating to the Academy Trust's ability to continue as a going concern need to be made in the accounts. In assessing going concern, we have paid particular attention to a period of not less than one year from the date of approval of the accounts.

3. Accounting policies

We believe that the accounting policies and estimation techniques adopted for the preparation of the financial statements are the most appropriate to the circumstances in which the Academy Trust operates.

4. Fraud

We acknowledge our responsibility for the design and implementation of internal controls to prevent and detect fraud, and have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud. We are not aware of any irregularities, including fraud and suspected fraud, involving management, employees who have significant roles in internal control, or those employed by the Academy Trust where the fraud could have a material effect on the financial statements. No allegations of such irregularities or breaches have come to our attention.

5. Laws and regulations

Details of all laws and regulations that are fundamental to the operation and activities of the Academy Trust have been made available to you.

We are not aware of any breaches or possible breaches of statute, regulations, contracts, agreements or the Academy Trust's Memorandum and Articles of Association which might prejudice the Academy Trust's going

concern status or that might result in the Academy Trust suffering significant penalties or other loss. No allegations of such breaches have come to our notice. We are not aware of any reason why the tax status of the Academy Trust may be jeopardised.

6. Loans and arrangements

The Academy Trust has not had nor entered into at any time during the year, any arrangement, transaction or agreement to provide credit facilities (including loans, quasi-loans or credit facilities) for trustees nor to guarantee or provide security for such matters.

7. Liabilities, provisions and contingencies

Except as stated in the financial statements, there are no unrecorded liabilities, actual or contingent. We are not aware of any material provisions, contingent liabilities, contingent assets or contracted for capital commitments, that need to be provided for or disclosed in the financial statements.

8. Related parties

We confirm that we have disclosed to you the identity of the Academy Trust's related parties and all of the transactions with those parties of which we are aware. Other than those included in the financial statements, the Academy Trust has not entered into any transactions involving trustees, officers or other related parties, which require disclosure under the Companies Act the Academies Accounts Direction 2019 to 2020 issued by the Education and Skills Funding Agency, or Financial Reporting Standards.

9. Post balance sheet events

There have been no events since the balance sheet date which necessitate revision of the figures included in the financial statements or inclusion of a note thereto. Should further material events occur, which may necessitate revision of the figures included in the financial statements or inclusion of a note thereto, we will advise you accordingly.

10. Grants and donations

All grants, donations and other income, the receipt of which is subject to specific terms or conditions, have been identified in the financial statements and accounting records appropriately or otherwise notified to you. There have been no breaches of terms or conditions during the period in the application of such income.

11. Accounting estimates and significant judgements

We confirm that the significant judgements and assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable and appropriately reflect our intent and ability to carry out specific courses of action on behalf of the Academy Trust.

The items in the financial statements where these significant judgements and estimates have been made include:

- the estimates of the useful economic lives of tangible fixed assets used to determine the annual depreciation charge; and
- the various actuarial assumptions adopted in determining the estimate liability in respect of the Local Government Pension Scheme (see below).

12. Defined benefit pension scheme

With regard to the defined benefit pension scheme, we are satisfied that:

- the actuarial assumptions underlying the valuation are consistent with our knowledge of the charity;
- all significant retirement benefits have been identified and properly accounted for; and
- all settlements and curtailments have been identified and properly accounted for.

13. Unadjusted misstatements

We confirm that the reason why the unadjusted misstatements that you have brought to our attention in your post-audit management report have not been adjusted is that the trustees believe that the combined effect is not material to the truth and fairness of the financial statements.

14. Regularity assurance

We confirm that all relevant documentation has been made available to you for the purposes of the regularity assurance work. We confirm that you have provided us with a “regularity self-assessment” form, which has been completed by the Academy Trust’s Accounting Officer and returned to you. In completing the questionnaire, the Accounting Officer has given due regard to the risk of irregular transactions taking place at individual schools within the multi-academy trust and given consideration to the application of agreed trust-wide policies at individual school level.

We are not aware of any matters excluded from this form which impact either the Accounting Officer’s statement on regularity, propriety and compliance or your conclusion on regularity as reporting accountants.

15. Ethics

We confirm that we have been notified by you that there are no matters which you are required to raise with us to comply with your profession’s ethical guidance which are in addition to the matters included in your audit strategy document.

We confirm that the above representations are made on the basis of appropriate enquiries of other trustees, management and staff with the relevant knowledge and experience (and, where appropriate, of inspection of supporting documentation) sufficient to satisfy ourselves that we can properly make each of the above representations to you.

Yours faithfully

Signed on behalf of the Board of Trustees of
South Bank Academies

Date

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	PAPER NO:
Paper title:	Internal Controls – Annual review of effectiveness 2019/20
Board/Committee	South Bank Academies Board
Date of meeting:	15 December 2020
Author:	Natalie Ferer – Group Financial Controller
Executive/Operations sponsor:	Fiona Morey – Chief Executive Officer
Recommendation:	The Committee is requested to note the attached report and approve the annual compliance statement.

1. Introduction

This paper presents the annual review of effectiveness of the Trust’s system of internal control, that underpins the internal control statement in the annual report and accounts. It is proposed statement is a ‘full compliance’ statement for the period under review.

In making this statement, Trustees draw on the following assurance evidence:

- a) Effective Risk Management Process
- b) Compliance with ESF and other regulatory processes
- c) Results of the work of the internal auditors
- d) Internal Governance processes

2. Annual Review Process

To be able to make the statement on internal control set out in Appendix 1, Governors need to satisfy themselves that the risk management system is functioning effectively and in a manner that they have approved.

The two elements of effective monitoring are:

- An ongoing review process; (for SBA this takes the form of regular risk management reports to the Audit Committee and Board of Governors,); and
- An annual assessment of the effectiveness of internal controls.

This paper documents the annual assessment undertaken. It considers issues dealt with in reports received during the year, together with any additional information necessary to ensure that Governors take account of all significant aspects of internal control for the year under review and up to the date of approval of the annual accounts.

3. Assurance Evidence

a) Risk Management Processes

The Academy Trust risk register is the subject of careful and frequent review, and aligns to the Academy Trust's strategy. The current Trust Risk Register summary is attached and key risks along with mitigating strategies are detailed in the Trusts Financial Statements

The Covid-19 pandemic is the only risk listed at 9 and a detailed plan of response been created and the re-opening risk assessment is being kept under continuous review.

Risk Management is a standing item on the agenda of Trust Senior Management Team and risk management and internal control are embedded into normal operating routines. Every risk on the register has a Risk Owner. The Trust Business Manager and Group Financial Controller monitors carefully the implementation of agreed recommendations / actions for improvement, as reported through the Internal Audit Progress reports.

b) Results of internal audit work for 2019/20

The programme of internal audit work for the year ended 31 August 2020 was aligned to the Trust and LSBU group risk register to provide assurance on the effectiveness of controls in key risk areas.

The Trust's Internal Auditors for the period under review were BDO LLP. During the year the following reviews were undertaken specific to SBA:

- o Financial Systems and Controls – AP and Parent Pay
- o Apprenticeships

Both areas rated as limited assurance for both the design of the internal control framework and operational effectiveness. Management have accepted all recommendations and appropriate action is being taken to address those weaknesses and implement agreed actions.

In addition, SBA was included in reviews of Risk Management and IT Security undertaken across the LSBU Group.

Across the Trust, 16 recommendations were raised during the year, of which 5 were high risk with the remaining 11 being medium risk. 18 recommendations relating to prior years were outstanding at the start of the year and to date, 9 (50%) have been implemented, 2 are overdue but in progress and 7 are not yet due.

An annual opinion has not been given specific to South Bank Academies as there was not sufficient specific coverage during the year. However, the moderate assurance rating of the two reviews that did take place with the following opinion by the Internal Auditors:

Design Opinion:

Generally, a sound system of internal control designed to achieve system objectives with some exceptions.

Effectiveness Opinion:

Evidence of non-compliance with some controls, that may put some of the system objectives at risk.

c) Internal Governance

- The Risk Report has been submitted to every meeting of the Trust Board of Governors
- Internal audit reports are considered at each meeting of the SBA Audit Committee
- There have been no major breakdowns in controls during the year.

- Regular anti-fraud, bribery and corruption updates/reports have been provided to each meeting of the Trust Audit Risk Committee. No significant matters have occurred.
- No significant issues have arisen as a result of the Trust's external reporting processes.

4. Communication to the Board (and other committees)

Regular reports on risk and control matters have been presented to the SBA Board and its Committees throughout the year, including:

- Key Performance Indicators
- Trust Risk Report
- ESFA self-assessment check list
- Annual report and financial statements
- External Audit plan
- External audit findings
- Internal Audit plan, reports and progress reports
- Annual report on effectiveness of Internal Controls
- Anti -Fraud, Bribery and Corruption reports.

5. Incidence of significant control failings or weaknesses during the year

There have been no reportable incidents of significant control failings or weaknesses during the year.

6. Recommendation

The Committee is requested to note the attached report and approve the annual compliance statement.

Appendix

1. Draft Statement on Internal Control
2. Trust Risk Register

APPENDIX 1

Statement on Internal Control

The purpose of the system of internal control The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in South Bank Academies for the period from 1 September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements.

The Board of Trustees has reviewed the key risks to which the Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period from 1st September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

The risk and control framework The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- Budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- Regular reviews by the Board of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing guidelines
- Delegation of authority and segregation of duties
- Identification and management of risks

The Board of Trustees has considered the need for a specific internal audit function and has decided to use an outsourced internal audit service as part of the internal audit arrangements delivered on a group wide basis to the LSBU group. During the year the following internal audit reviews were conducted covering Key Financial Controls ,Recommendation Follow Up and Apprenticeships. In addition SBA coverage was included in group level reviews of Risk Management and IT Security.

The Internal auditor has delivered their schedule of work as planned, with the exception of one review, of Health and Safety, which was deferred due to the Covid-19 pandemic. No material control issues were identified as a result of the internal audit and recommendations made as a result of this work have been accepted by management and implementation is underway.

Review of effectiveness The South Bank Academies Board has responsibility for reviewing the effectiveness of the system of internal control. During the year in question, the review has been informed by:

- The work of internal audit;
- The work of the external auditor; and
- The work of the managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Audit Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

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	CONFIDENTIAL
Paper title:	Annual Report and Accounts for year ending 31st August 2020
Board/Committee:	SBA Board
Date of meeting:	15 December 2020
Author(s):	Natalie Ferer, Group Financial Controller
Sponsor(s):	Fiona Morey – Chief Executive Officer
Purpose:	For Approval
Recommendation:	It is recommended that the Committee review and Approve the attached report and accounts.

Executive Summary

The draft report & accounts are presented here for approval. These accounts have been reviewed by the SBA Audit Committee and a track changes version showing amendments since their review has been sent to members of the committee for their review.

Outstanding matters:

- Completion of review by Buzzacott and Trust staff
- Signing of the Letter of Representation by the Chair of the Board

Audit and Management Letter

The audit of the accounts is almost complete and draft audit management letter are presented to this committee as a separate paper.

Recommendation

The Committee is asked to review and approve the attached Report and Accounts.

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South Bank Academies

Annual Report and Financial Statements

31 August 2020

Company Limited by Guarantee
Registration Number
08589525 (England and Wales)

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Members	Richard Flatman David Phoenix
Directors / Trustees	Hitesh Tailor (Chair) Richard Flatman Anthony Giddings Nicole Louis Christopher Mallaband Hilary McCallion Fiona Morey Lesley Morrison David Phoenix
Company Secretary	Michael Broadway
Key Management Personnel	
Chief Executive Officer	Fiona Morey (from 1 October 2019)
Interim Chief Executive Officer	Nicole Louis (until 30 September 2019)
Executive Principal	Dan Cundy
Principal of UTC	Austin Sheppard
Principal of University Academy of Engineering South Bank	John Taylor
Business Manager	Clym Cunnington (until 31 October 2019)
Business Manager	Helena Abrahams (from 4 November 2019)
Registered address	103 Borough Road London SE1 0AA
Company registration number	08589525 (England and Wales)
Auditor	Buzzacott LLP 130 Wood Street London EC2V 6DL
Bankers	Lloyds Bank plc Threadneedle Street London EC2R 8AU

The Trustees present their annual report together with the audited financial statements of South Bank Academies ('SBA' or the 'Academy Trust') for the year ended 31 August 2020. The annual report serves the purpose of both a Trustees' report and a directors' report under company law.

The Company operates two education establishments in London, the University Academy of Engineering South Bank ('UAE') in the London Borough of Southwark which opened in September 2014, and South Bank Engineering UTC ('UTC') in the London Borough of Lambeth which opened in September 2016.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

South Bank Academies is a company limited by guarantee and an exempt charity. The Company's articles of association are its primary governing documents. SBA's Directors are also Trustees in relation to the charity.

Details of the directors who served throughout the period, except as noted, are included in the Reference and Administrative Details on page 1.

Members' liability

Each member of the Academy Trust undertakes to contribute to the assets of the company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

Trustees' indemnities

In June 2015 the Academy Trust joined the Department for Education's Risk Protection Scheme which gives cover of up to £10 million for Trustees' Liability Insurance. This cover has been renewed and is ongoing.

Method of recruitment and appointment or election of trustees

The Board of Trustees has agreed its composition as:

- ◆ 5 trustees appointed by the sponsor, London South Bank University (LSBU)
- ◆ The Chief Executive Officer (CEO)
- ◆ The Chairs of the School Advisory Boards
- ◆ No parent trustees (as they will be represented on the School Advisory Boards)
- ◆ Co-opted Trustees

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)**Method of recruitment and appointment or election of trustees** (continued)

No new trustees were appointed during the year. During 2020/21 the Board is looking to appoint additional trustees. The Board will undertake a skills audit to identify skills gaps on the Board to inform this recruitment process.

Policies and procedures adopted for the induction and training of trustees

All new trustees receive an induction. Trustees and Local Governors are expected to attend training organised by London Borough of Southwark and London Borough of Lambeth. A training register is maintained by the Secretary.

During the year, Trustees and Local Governors received training in child protection (safeguarding), prevent duty, safer recruitment, among others. These were delivered by the London boroughs of Southwark and Lambeth and NSPCC (online).

Organisational structure

The Academy Trust is responsible for running the University Academy of Engineering South Bank and South Bank Engineering UTC.

The Academy Trust, headed by a Board of Trustees, is responsible for overseeing the business of the Academy Trust and may exercise all the powers of the Academy Trust. The Board has three sub-committees: Nomination Committee, Remuneration Committee and Audit Committee. Both schools have a School Advisory Board.

The matters reserved to the Board and responsibilities delegated to the Local Governing Bodies is set out in a Scheme of Delegation approved by the Board .

Under the Scheme of Delegation, the School Advisory Board is primarily focused on reviewing, challenging and advising on the local School Development Plan, on academic performance and support, key Link Governor roles, and support and advocacy for the school with parents and community. Although local control is delegated, the Board remains responsible for ensuring that standards are maintained across all academies. The Board, with its oversight of all the schools, will ensure sharing of best practice, professional development and effective resource management delivering value for money.

Arrangements for setting pay and remuneration of key management personnel

The Remuneration Committee has defined the key management personnel as the CEO, Trust Business Manager, Principals and Executive Principal. The Committee reviews performance of the key management personnel, against agreed objectives and any increases are proposed in accordance with the Trust's agreed pay policy and pay scales which are periodically reviewed with relevant benchmarking data. The CEO is employed by South Bank Colleges, a subsidiary of London South Bank University, which pays her salary and is accounted for as donated to South Bank Academies Trust.

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)**Arrangements for setting pay and remuneration of key management personnel**
(continued)**Trade union facility time**

In accordance with the Trade Union (Facility Time Publication Requirements) Regulations 2017, we are required to publish certain information on trade union officials and facility time. During the period from 1 September 2019 – 31 August 2020 the Trust employed no union representatives and therefore there is no time, pay costs or paid trade union activities to report.

Related parties and other connected charities and organisations

Owing to the nature of the Academy Trust and the composition of the Board of Trustees, which is drawn from local public and private sector organisations, transactions may take place with organisations in which the Academy Trust has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Trust's financial regulations and normal procurement procedures.

LSBU sponsors South Bank Academies which was established as part of the University's mission and which has developed a close working relationship with the University Group. The University appoints the majority of Directors to the Board of South Bank Academies. LSBU operates two wholly owned subsidiaries; South Bank Colleges and London South Bank University Enterprises Ltd.

During the year and up to the date the accounts were signed, four directors are full time salaried employees of LSBU Group including the current and previous CEO;

Trustee	Appointed/Resigned	Employer
Richard Flatman		London South Bank University
Nicole Louis		London South Bank University
Fiona Morey	Appointed 1 October 2019	South Bank Colleges
David Phoenix		London South Bank University

One trustee, Hillary McCallion, is a non-remunerated governor of LSBU.

Full details of transactions occurring between related parties during the period of report is provided within the notes to the financial statements accompanying this report.

OBJECTIVES AND ACTIVITIES

Public benefit

South Bank Academies is an exempt charity within the meaning of the Charities Act 2011 and is regulated by the Secretary of State for Education on behalf of the Charity Commission.

The members of the Board of Trustees are the charitable trustees of the Academy Trust. In undertaking its duties, the Board of Trustees has given due regard to the Charity Commission's guidance on public benefit.

Charitable objects

South Bank Academies receives the majority of its income from the Department for Education to provide educational services to children and to ensure a broad and balanced curriculum across its schools.

The charitable objectives of the Academy Trust as set out in its articles of association are restricted to the following:

“to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum which includes provision for technical education”.

The Academy Trust's objects are applied solely for the public benefit and SBA advances education for the public benefit by:

- ◆ Establishing and running two academy schools which offer a broad and balanced curriculum. Both schools have an engineering focus and have provision for technical education;
- ◆ Each school providing teaching to its students; and
- ◆ Vetting and marking assessments and giving feedback to students.

Beneficiaries

In carrying out its objects, SBA benefits its students and future students through teaching and learning activities.

The Trustees affirm that the opportunity to benefit is not unreasonably restricted. The schools are committed to open, fair and transparent admissions arrangements and act in accordance with the School Admissions Code.

OBJECTIVES AND ACTIVITIES (continued)**Improving educational outcomes**

We have thought deeply and researched widely to design and teach a high quality, innovative curriculum around the needs and aspirations of our learners. This gives them strong academic outcomes, supplemented by the technical and professional knowledge and capabilities to be able to thrive in the future economy. We innovate in order to develop our students' social and cultural capital and have cultivated partnerships to give students authentic experiences of the workplace. We give our students excellent opportunities, support and guidance to support their pathways.

Our academies are strongly aligned to the University and to South Bank Colleges and regularly collaborate on programmes which enrich the curriculum, raise the social and cultural capital of students, enhance the professional development of staff and support efficiencies in our operations. Our academies benefit from support from the employers and institutions who play an active role in curriculum enhancement, student enrichment and governance.

Following their studies at the UAE or UTC, students advance to higher education, apprenticeships or directly into employment. Many students who progress to university choose London South Bank University although our students are successful in securing places in a wide range of universities and do so with the guidance and support you'd expect from a progressive education provider.

Our Educational Framework is a set of principles for curriculum design and the wider student experience that articulates our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world. The Educational Framework reflects our commitment to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success. There are four key characteristics of our distinctive approach to the curriculum and wider student experience:

- ◆ Develop students' academic, professional and technical knowledge.
- ◆ Develop our students' attributes, capabilities and behaviours aligned to our values.
- ◆ Integrate opportunities for students to develop their confidence, skills and networks into the curriculum.
- ◆ Foster close, positive and mutually beneficial relationships with the diversity of our stakeholders.

OBJECTIVES AND ACTIVITIES (continued)**Improving educational outcomes** (continued)

School development strategies in our academies are rooted in evidence and research, supported by strong and personalised professional development, so that staff are empowered to grow and improve. An increasing cross-fertilisation of ideas and practices is being embedded, bringing increased strength to all parts of the Trust. Our academies are young and dynamic, characterised by strong, supportive and innovative leadership. New ideas are embraced to drive learning and outputs more deeply than can be captured in headline performance measures. For example, UAE's Day 10 curriculum model enhances students' social and cultural capital, developing their citizenship and soft skills. At the UTC, deep strategic partnerships result in all students regularly participating in authentic employer and university-led projects to develop their technical and employability skills. In both cases, students are able to raise aspirations, gaining the skills and knowledge to thrive in a highly uncertain and competitive future economy.

The Academy Trust's links with the LSBU Group are varied and growing and these links provide our students and staff with unique opportunities.

Staff and students of our academies will benefit from membership of the Group with access to LSBU's high technology laboratories, sporting facilities and library resources. The University staff support students with a diverse range of activities including conducting demonstrations of engineering projects, delivery of workshops, visits to high technology facilities, delivery of master classes, supervision of projects and mentoring of students.

The LSBU Group facilitates access to a diverse range of employers across multiple sectors which increases opportunities for academy students to undertake placements and project work. Our links to academics within the University and with Lambeth College supports the enrichment of our curricula and our close collaboration with the Group's Employability, Outreach and Enterprise teams and wide network of alumni, supports our students in raising aspirations, building confidence and developing wider skills.

The LSBU Group is a sector leader in the provision of apprenticeships and its deep knowledge of the skills that industry needs today, to develop the workforce of tomorrow is vital in supporting the development of our apprenticeship offer which will increase the options for our students.

Our staff benefit from being part of a wide and growing network of academic and support professionals. The LSBU Group collaborates on areas such as leadership development, CPD for academic and support staff, reward and recognition, professional networking and staff and student mentoring. Academy Trust staff have access to a range of professional development opportunities through both the University and the College.

STRATEGIC REPORT**Achievements and performance**

During 2019-20 both schools continued their upward trajectory: both schools improved outcomes and student recruitment. The Academy Trust's central function supported school improvement, self-evaluation and improvement planning as well as developing operating efficiency and compliance related matters. The appointment of a new substantive Principal at the UTC enabled the Executive Principal to work full-time on Academy Trust improvement and development including improved self-review, action planning, data collection and reporting, Ofsted preparedness, group links and wider development planning.

The governance model continued to evolve and develop, with the Academy Trust Board and School Advisory Boards supplemented by a new Quality Committee, chaired by the CEO, supporting deeper scrutiny of the quality of education and student outcomes.

During 2019-20, both academies continued to increase their roll and associated income through improved reputation, a wider curriculum offer at 6th form, improved marketing reach and a second specialism at the UTC. UAE continued to improve its gender balance and further increased its sixth form number on roll. The UTC, although down in number in Year 10 on the previous year, secured a significant rise in Year 12 enrolments in line with projections.

The Covid-19 pandemic created significant operating challenges during the spring and summer terms, with partial closures then full lockdown requiring a rapid move to remote teaching. The IT infrastructure at both schools and at Trust level had been configured such that this move was facilitated quickly and easily through Teams or Google Classroom. Access to devices and connectivity was improved through targeted investment and through accessing government support. Thorough risk assessments to ensure safe operation and minimise risk were put into place and approved by governors, and the Trust secured support through government and other resource to provide support to students, for example e-vouchers to support disadvantaged students.

The summer 2020 examination series was cancelled nationally, with Centre-assessed Grades (CAGs) submitted by all schools. These CAGs were produced following a robust and thorough process at both South Bank Academies schools, based on a range of assessment data checked and moderated by subject leaders and senior teams. This data is not published nationally, but represents for both schools' record performance. At GCSE level, both schools improved their Attainment 8 score, compared to 2019 figures, and both schools' indicative progress measures are at least in line with the national level. Sixth form data was similarly positive, with 100% A level pass rate, record levels of students achieving A*-C grades, and excellent BTEC outcomes again.

Despite the impact of Covid-19, Year 13 students accessed highly selective universities and all students who wanted to progress to higher education managed to do so. Apprenticeship destinations were however affected by employers cancelling or deferring places. In response, the UTC created a Year 14 programme offering a HNC programme which secured a viable number for delivery at the start of 2020/21.

STRATEGIC REPORT (continued)**Going concern**

The Directors are satisfied that it is appropriate to prepare the financial statements on a going concern basis. Further details regarding the adoption of the going concern basis can be found in the within the 'principal accounting policies' which forms part of the audited financial statements.

In 2019/20 funding for the academic operations increased by 0.8% to £8,244,000 (2019: £8,172,000), inclusive of exceptional Covid-19 related funding of £77,000 (2019: £nil). The Academy Trust incurred an operational loss (see 'financial review' below) for the same period of £144,000 (2019: operational surplus of £241,000). The Academy Trust always plans on having sufficient cash to meet its liabilities as they fall due. Balances at bank decreased by 13.6% to £1,757,000 at 31 August 2020 (2019: £2,034,000).

A budget surplus of £319,000 (excluding depreciation charges) has been approved by the Directors for 2020/21, reflecting the need for a surplus to maintain appropriate levels of investment in facilities for teaching and learning. Income across the two schools is budgeted to increase by 1.2% to £9,180,000 reflecting the growth in student numbers. Both schools continue to grow, despite competition from other providers in the catchment area of our schools, and we are confident that we can deliver the agreed budget surplus.

The Trust always plans to have sufficient liquid assets to meet its liabilities as they fall due. Cash balances at year end were £1.7m and the target is for the Trust to maintain cash balances of at least £1m.

Financial review***Results for the year***

The results for the year are shown on the statement of financial activities on page 29.

Total income for the year ended 31 August 2020 amounted to £8,456,000 (2019: £8,417,000). Most of the Academy Trust's income comes from the Education and Skills Agency (ESFA) in the form of recurrent grants for educational provision. Total income for 2019/20 included exceptional Covid-19 related funding of £77,000 (2019: £nil).

Total expenditure for the year ended 31 August 2020 amounted to £9,124,000 (2019: £8,697,000). The largest component of the Academy Trust's expenditure is in relation to its staff costs which totalled £6,475,000 (2019: £5,749,000).

Overall net expenditure (before other recognised gains and losses) was therefore £403,000 (2019: net expenditure of £280,000). After accounting for actuarial gains of £147,000 (2019: actuarial losses of £230,000) on the local government pension scheme (LGPS) (and the non-recurring loss recognised in 2018/19 on the revaluation of the Academy Trust's long leasehold land and buildings of £8,434,000), the overall net decrease in the Academy Trust's fund balances were £521,000 (2019: net decrease of £8,944,000).

STRATEGIC REPORT (continued)**Financial review** (continued)**Results for the year** (continued)

Excluding movements relating to the Academy Trust's fixed assets and the effects of non-cash adjustments made in respect of the LGPS liability, the operational loss for the year (being equal to the movement on revenue reserves (see 'financial position' below) amounted to £144,000 (2019: operational surplus of £241,000).

Financial position

The total funds held by the Academy Trust at 31 August 2020 were £15,565,000 (2019: £16,086,000). This comprised unrestricted funds of £218,000 (2019: £102,000), restricted fixed assets fund of £14,963,000 (2019: £15,112,000) and other restricted funds of £384,000 (2019: £872,000).

The unrestricted funds are available to the Academy Trust for use towards meeting any of the charitable objects of the Academy Trust at the discretion of the Trustees. This therefore forms part of the Academy Trust's operational revenue reserves (as discussed below).

The restricted fixed assets fund is equal to the carrying value of the Academy Trust's tangible fixed assets. It is separated on the balance sheet in recognition of the fact that the funds are not readily available for use without the sale of tangible fixed assets, the major part of which is required for the day-to-day operation of the Academy Trust. This therefore does not form part of the Academy Trust's operational revenue reserves (as discussed below).

The other restricted funds relate to unspent funding from the ESFA and also incorporates the Academy Trust's share of the net liability in the LGPS which, at 31 August 2020, amounted to £706,000 (2019: £478,000).

Excluding the pension reserve, the restricted revenue funds at 31 August 2020 were £1,090,000 (2019: £1,350,000). Aggregating this with unrestricted revenue reserves of £218,000 (2019: £102,000) provides the Academy Trust with total operational revenue reserves of £1,308,000 (2019: £1,452,000). This is effectively the free reserves of SBA which may be used on the day-to-day operations of the Academy Trust.

Reserves policy

South Bank Academies aims to carry forward some resources from each school to support central services provided by the Trust. After accounting for central costs, the Trust aims to make a small surplus each year to cover the medium and long-term needs for renewal and replacement of major capital projects and unforeseen contingencies.

At the start of the financial year, the Board agreed a policy of reserves between 1.5% and 3% of annual income (excluding income within the fixed asset fund). At 31 August 2019, the Academy Trust held reserves of 2.4% which is in line with the policy agreed.

STRATEGIC REPORT (continued)

Financial review (continued)

Reserves policy (continued)

At 31 August 2020 the balance of unrestricted revenue reserves was £218,000 (2019: £102,000). This will be used to increase the capacity for learning and teaching at the Academy. Restricted revenue reserves on the same date amounted to £1,090,000 (2019: £1,350,000). The aggregate of the aforementioned balances provides total revenue reserves of £1,308,000 at 31 August 2020 (2019: £1,452,000).

The fund balances at the year end are adequate to fulfil the obligations of the Academy Trust and provide for unexpected expenditure.

Investment policy

South Bank Academies does not operate an investment programme and any surplus cash balances are held with its bank, Lloyds Bank PLC.

Fundraising

The Academy Trust does not actively engage in fundraising activities (by way of appeals, collections, or otherwise seeking donations). The Trustee therefore do not consider that they are obliged to take account of regulations or best practice guidance notes for this area covered by the Charities (Protection and Social Investment) Act 2016.

PRINCIPAL RISKS AND UNCERTAINTIES

Risks are identified and managed through the Academy Trust's risk management processes as described further in the governance statement forming part of this annual report.

The Academy Trust risk register is the subject of careful and frequent review, and aligns to the Academy Trust's strategy. The principal risks which the institution faces and associated mitigation strategies are as follows:

Risk	Controls and mitigating strategies
<ul style="list-style-type: none"> ◆ Poor financial performance by one or more of the schools 	<ul style="list-style-type: none"> ◆ Effective budgeting and management ◆ Prudent financial planning ◆ 3-5 year forecast planning ◆ Sufficient reserves ◆ Capital expenditure planning ◆ Staffing and budget scrutiny and review

	<ul style="list-style-type: none"> ◆ Marketing strategy in place at both schools ◆ New marketing appointment for the trust and both schools
◆ Safeguarding incident at a school	<ul style="list-style-type: none"> ◆ Experienced Designated Safeguarding Lead (DSL) and SENDCO employed at schools ◆ All staff and governors are given safeguarding training annually ◆ Policies reviewed and updated in line with statutory guidance and KCSIE 2020 ◆ All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.

PRINCIPAL RISKS AND UNCERTAINTIES (continued)

Risk	Controls and mitigating strategies
◆ Pandemic	<ul style="list-style-type: none"> ◆ Regular monitoring of updates and guidance from DfE and Public Health England as well as local authorities. ◆ Frequent communication between key staff ◆ All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. ◆ Frequent communication with stakeholders on behaviours and hygiene ◆ Enhanced hygiene facilities including. ◆ Risk assessments completed and updated ◆ DfE guidance followed in full ◆ Engaging with track and trace
◆ Poor Student outcomes	<ul style="list-style-type: none"> ◆ Teaching and learning frequently monitored and reviewed ◆ Frequent reporting to students and families ◆ Incoming students baseline assessed to target support ◆ Executive Principal educational oversight ◆ UTC Improvement Partnership ◆ External consultants to improve teaching and learning ◆ Regular staff appraisals ◆ Trust HR Manager to advise on staffing matters. ◆ Principal reports to School Advisory Boards and Quality Committee for challenge and support
◆ Failure of the UTC to recruit sufficient learners especially in Y710 and Y12 to	<ul style="list-style-type: none"> ◆ Admissions policy review ◆ Parent/Carer communication and reputation building ◆ Marketing strategy and activity ◆ Integrated financial curriculum planning ◆ Effective networking including with potential feeder schools

make it viable in the long term	
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PLANS FOR FUTURE PERIODS

The Academy Trust's plans for future period include:

Student success

- ◆ Innovate curriculum to drive the acquisition of powerful knowledge, to support the development of professional and technical capability and to build social and cultural capital.
- ◆ Refine and develop pedagogies to further improve the quality of teaching, learning and assessment to secure excellent outcomes for all learners regardless of background within a knowledge-rich curriculum.
- ◆ Further develop delivery and assessment models which support high quality responsive teaching based on high-quality, personalised feedback.
- ◆ Develop and embed evidence-informed approaches to closing the gap between groups of learners, especially boys and the most disadvantaged.
- ◆ Continue to build support for learners with a focus on high quality advice and guidance to support destinations and pathways; improve access to labour market information and support from external stakeholders.
- ◆ Further improve and align self-evaluation and improvement planning, using rich data and other management information to improve the quality of education.
- ◆ Develop a Trust-wide approach to staff development and talent management in order to support recruitment, progression and retention of high quality staff.
- ◆ Generate, share, publish and learn from insight and research within, across and beyond the group in order to increase expertise and improve the quality of education.

Access to Opportunity

- ◆ Create a wider range of high quality education pathways to cater for the diversity of our current and potential learner population.
- ◆ Embed interaction with stakeholders, sponsors and partners in a systematic way such that all students benefit and transfer into high quality destinations is supported and enabled.
- ◆ Develop a sustainable network of support to mentor and guide learners through education and into their chosen next steps.

PLANS FOR FUTURE PERIODS (continued)**Real world impact**

- ◆ Leverage LSBU group relationships to drive research to benefit the quality of teaching and learning. Ensure that insight and successes from our evidence-informed pedagogic practice is shared across the group to maximise impact.
- ◆ Develop student agency and enterprise through range of activities, prioritising those which deliver local community benefit.
- ◆ Ensure that all learners, irrespective of background, make an active contribution to local and wider society through enrichment, project and service activities

Fit for the Future

- ◆ Develop organisational capabilities and efficiency of operations to extend provision and generate improved value for money
- ◆ Extend curriculum beyond STEAM (Science, Technology, Engineering, the Arts and Mathematics) through careful expansion of our network of provision. Academic-led sixth form at UAE with increased breadth of subjects; technical curriculum at the UTC led by health and engineering; broader portfolio of complementary specialisms in future provision
- ◆ Become financially sustainable by increasing student numbers to PAN, as well as increasing breadth of revenue-generating activity. To include for example T levels, apprenticeship provision and curriculum extension with partner institutions as well as through increasing the number of schools in the trust.
- ◆ Develop and expand sponsor-led enrichment activities to enhance provision further. Extension of value add driven by LSBU group as well as engagement of a further tier of employer partners to support projects at the UTC.
- ◆ Lead on developing the culture of our organisations, innovating to minimise workload and maximise wellbeing, valuing difference and celebrating success. Articulating the benefits of our mission and values widely.
- ◆ Develop system leadership through wider collaborations, such as the Southwark School Learning Partnership (SSLP), and improve our ability to articulate and share thought leadership, for example through the publication of research.
- ◆ Secure judgements of at least 'Good' in all Ofsted inspections supported by robust self-evaluation and improvement planning; training, development and capacity-building activity; challenge and support through governance; internal and external review and validations.

AUDITOR

In so far as the trustees are aware:

- ◆ there is no relevant audit information of which the Academy Trust's auditor is unaware;
and
- ◆ the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

The Board of Trustees will be asked to reappoint Buzzacott LLP as auditor of the Academy Trust.

Trustees' report, incorporating a strategic report, was approved by the Board of Trustees, as the Company Directors and signed on the Board's behalf by:

H Taylor
Chair of Trustees

Date:

Scope of responsibility

As Trustees, we acknowledge we have overall responsibility for ensuring that South Bank Academies ('SBA' or the 'Academy Trust') has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive Officer (also the Accounting Officer), Executive Principal and the Trust Business Manager, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between South Bank Academies and the Secretary of State for Education. They are also responsible for reporting to the Board of Directors any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Directors' Report and in the Statement of Directors' Responsibilities. The Board of Directors has formally met six times during the year. Attendance during the year at meetings of the board of directors was as follows:

Trustee	Meetings attended	Out of a possible
Hitesh Tailor (Chair)	6	6
Richard Flatman	4	6
Anthony Giddings	4	6
Nicole Louis	4	6
Chris Mallaband	5	6
Hilary McCallion	4	6
Fiona Morey	6	6
Lesley Morrison	4	6
David Phoenix	6	6

Governance reviews

A skills audit was conducted across all governors and trustees in October 2020. The results from this audit is being used to inform further training and development.

Sub-committees

The Board is supported by three committees: Remuneration Committee, Audit Committee and Nomination Committee.

Remuneration committee

The Remuneration Committee's purpose is to set the objectives and review the performance of the key management personnel and to set the pay and approve bonuses of the Key Management Personnel.

Sub-committees (continued)**Remuneration committee** (continued)

Attendance at meetings in the year was as follows:

Directors	Meetings attended	Out of a possible
Hilary McCallion (Chair)	2	2
David Phoenix	1	2
Lesley Morrison	2	2

Audit committee

The Audit Committee's purpose is to monitor the internal and external audit functions, risk management and internal financial control at the Company. Attendance at meetings in the year was as follows:

Directors	Meetings attended	Out of a possible
Richard Flatman (Chair)	3	3
Tony Giddings	3	3

Nominations committee

The purpose of the Nomination Committee is to consider succession planning for the Board and to recruit new co-opted Trustees to the Board.

During the year the Board and its committee moved to having remote meetings due to the coronavirus pandemic. The Board held an extraordinary meeting to review detailed risk assessments for the re-opening of the two schools following the national lockdown.

Review of value for money

The Accounting Officer of South Bank Academies has responsibility for ensuring that the Academy Trust delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The Accounting Officer considers how the Academy Trust's use of its resources has provided good value for money during each academic year, and reports to the Board of Trustees where value for money can be improved, including the use of benchmarking data where appropriate. The Accounting Officer for the Academy Trust has delivered improved value for money during the year by the following:

◆ LSBU collaboration

The Academy Trust's links with the LSBU Group are varied and growing and these links provide our students and staff with unique opportunities.

Our links to academics within the University and with Lambeth College supports the enrichment of our curricula and our close collaboration with the Group's Employability, Outreach and Enterprise teams supports our students in raising aspirations, building confidence and developing wider skills.

Our academy staff benefit from being part of a wide and growing network of academic and support professionals. The LSBU Group collaborates on areas such as CPD for support staff, reward and recognition, professional networking and staff and student mentoring.

◆ Building transformational enrichment and engagement for students

Enrichment programmes are designed in partnership with LSBU and Academy Trust staff to ensure that activities extend students' learning and utilise the University's specialist facilities such as workshops, laboratories, sporting facilities and library. University academics deliver mini modules (master classes) to give students a taster for University life, often delivered in conjunction with university STEM (Science, Technology, Engineering, the Arts and Mathematics) ambassadors. These can be seen in projects at the UTC and Day 10 activities at UAE.

The Academy Trust also collaborates with other schools in the area in order to share teaching resources and specialisms that the UTC has to offer.

◆ Shared Services Model – SBA and London South Bank University

South Bank Academies has a shared services model for professional services which includes leveraging the resources and expertise within the LSBU Group to ensure our academies benefit from not only expert advice, guidance and support, but also secure efficiencies in many areas of professional services. This enables our school principals, senior leaders and academic staff to focus the vast majority of their time on supporting students and staff to excel and achieve.

Review of value for money (continued)**◆ Shared resources**

The Academy Trust's centralised resource model includes a Chief Executive Officer (CEO) who is also the Accounting Officer, supported by the Executive Principal who is the academic lead for the Academy Trust and the Trust Business Manager who oversees financial and operational matters. Other professional resources, which are either centralised or shared between schools to drive best value, include Human Resources, Marketing, School Financial Management, Estates Management, IT and Procurement.

The Academy Trust has also extended further its cross-Trust economies of scale in leveraging efficiencies and economies of scale in terms of Trust-wide contracts such as the TES subscription, negotiating of cleaning contracts and an LSBU family-wide tender for catering services across the University, South Bank Colleges and South Bank Academies. The aim of shared resources is best value.

◆ Benchmarking

The Academy Trust regularly benchmarks its performance against those of similar size and composition. Benchmarking is used when there is any change to the established working practices.

The results of this were shared with the SBA Executive Team with a recommendation to review the staffing structures in one of its academies.

◆ Tendering for services

South Bank Academies takes a group approach to tendering as this ensures economies of scale, and draws upon the expertise of a wider group of professionals. In our capital procurement process, we observe the Academies Financial Handbook (AFH) and thresholds of spend that this details.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in South Bank Academies for the period from 1 September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period from 1st September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

The risk and control framework

The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- ◆ Budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees;
- ◆ Regular reviews by the Board of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- ◆ Setting targets to measure financial and other performance;
- ◆ Clearly defined purchasing guidelines;
- ◆ Delegation of authority and segregation of duties; and
- ◆ Identification and management of risks.

The Board of Trustees has considered the need for a specific internal audit function and has decided to use an outsourced internal audit service as part of the internal audit arrangements delivered on a Group-wide basis to the LSBU Group. During the year the following internal audit reviews were conducted covering: Key Financial Controls, Recommendation Follow Up, and Apprenticeships. In addition, SBA coverage was included in Group level reviews of Risk Management and IT Security.

The Internal auditor has delivered their schedule of work as planned, with the exception of one review, of Health and Safety, which was deferred due to the Covid-19 pandemic. No material control issues were identified as a result of the internal audit and recommendations made as a result of this work have been accepted by management and implementation is underway.

Review of effectiveness

The South Bank Academies Board has responsibility for reviewing the effectiveness of the system of internal control. During the year in question, the review has been informed by:

- ◆ The work of internal audit;
- ◆ The work of the external auditor; and
- ◆ The work of the managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Audit Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by the Board of Trustees and signed on its behalf by:

H Tailor
Chair of Trustees

F Morey
Accounting Officer

Date:

As Accounting Officer of South Bank Academies, I have considered my responsibility to notify the Academy Trust Board of Directors and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding agreement in place between the Academy Trust and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2019.

I confirm that I and the Academy Trust Board of Directors are able to identify any material irregular or improper use of funds or material non-compliance with the terms and conditions of funding under the Academy's funding agreement and the Academies Financial Handbook 2019.

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the board of trustees and ESFA.

F Morey
Accounting Officer

Date:

The Trustees (who are also the Directors of South Bank Academies (the 'Academy Trust') for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with the Annual Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare financial statements for each financial year. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Academy Trust and of its income and expenditure for that period. In preparing these financial statements, the Trustees are required to:

- ◆ select suitable accounting policies and then apply them consistently;
- ◆ observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2019 to 2020;
- ◆ make judgments and estimates that are reasonable and prudent;
- ◆ state whether applicable United Kingdom Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements; and
- ◆ prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Academy will continue in operation.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the Academy Trust's transactions and disclose with reasonable accuracy at any time the financial position of the Academy Trust and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Academy Trust and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for ensuring that in its conduct and operation the Academy Trust applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/DfE have been applied for the purposes intended.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the Academy Trust's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Board of Trustees and signed on its behalf by:

H Tailor
Chair of Trustees

Date:

Independent auditor's report to the members of South Bank Academies**Opinion**

We have audited the financial statements of South Bank Academies (the 'Academy Trust') for the year ended 31 August 2020 which comprise the statement of financial activities, the balance sheet, the statement of cash flows, the principal accounting policies and the related notes to the financial statements. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (the Charities SORP 2015) and the Academies Accounts Direction 2019 to 2020.

In our opinion, the financial statements:

- ◆ give a true and fair view of the state of the Academy Trust's affairs as at 31 August 2020 and of its income and expenditure for the year then ended;
- ◆ have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- ◆ have been prepared in accordance with the requirements of the Companies Act 2006; and
- ◆ have been prepared in accordance with the Charities SORP 2015 and Academies Accounts Direction 2019 to 2020.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Academy Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- ◆ the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- ◆ the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the Academy Trust's ability to

continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information (covers the reference and administrative details, the report of the trustees and strategic report and the governance statement)

The trustees are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- ◆ the information given in the trustees report, which is also the directors' report for the purposes of company law and includes the strategic report, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the trustees' report, which is also the directors' report for the purposes of company law and includes the strategic report, has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the Academy Trust and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report including the strategic report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- ◆ adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or

- ◆ the financial statements are not in agreement with the accounting records and returns;
or
- ◆ certain disclosures of trustees' remuneration specified by law are not made; or
- ◆ we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the statement of trustees' responsibilities, the trustees (who are also the directors for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the Academy Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the Academy Trust or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the Academy Trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the Academy Trust's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Academy Trust and the Academy Trust's members as a body, for our audit work, for this report, or for the opinions we have formed.

Catherine Biscoe (Senior Statutory Auditor)
For and on behalf of Buzacott LLP, Statutory Auditor
130 Wood Street
London
EC2V 6DL

Independent reporting accountant's assurance report on regularity to South Bank Academies and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 6 August 2020 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2019 to 2020, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by South Bank Academies (the 'Academy Trust') during the period from 1 September 2019 to 31 August 2020 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to South Bank Academies and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to the South Bank Academies and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the South Bank Academies and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of South Bank Academies' Accounting Officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of South Bank Academies' funding agreement with the Secretary of State for Education dated 8 April 2014 and the Academies Financial Handbook, extant from 1 September 2019, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2019 to 2020. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period from 1 September 2019 to 31 August 2020 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2019 to 2020 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

Approach (continued)

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the Academy Trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

- ◆ An assessment of the risk of material irregularity and impropriety across all of the Academy Trust's activities;
- ◆ Further testing and review of the areas identified through the risk assessment including enquiry, identification of control processes and examination of supporting evidence across all areas identified as well as additional verification work where considered necessary; and
- ◆ Consideration of evidence obtained through the work detailed above and the work completed as part of our financial statements audit in order to support the regularity conclusion.

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period from 1 September 2019 to 31 August 2020 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Buzzacott LLP
Chartered Accountants
130 Wood Street
London
EC2V 6DL

Statement of financial activities (including income and expenditure account) Year to
31 August 2020

DRAFT

	Notes	Unrestricted general fund £'000	Restricted funds		2020 Total funds £'000	2019 Total funds £'000
			General fund £'000	Fixed assets fund £'000		
Income from:						
Donations and capital grants	1	88	—	119	207	242
Charitable activities						
. Funding for the Academy Trust's educational operations	2	23	8,221	—	8,244	8,172
Other trading activities	3	4	—	—	4	2
Investments	4	1	—	—	1	1
Total income		116	8,221	119	8,456	8,417
Expenditure on:						
Charitable activities						
. Academy Trust's educational operations		—	8,602	522	9,124	8,697
Total expenditure	5	—	8,602	522	9,124	8,697
Net income (expenditure)		116	(381)	(403)	(668)	(280)
Transfers between funds	15	—	(254)	254	—	—
Other recognised gains and losses						
Revaluation of leasehold land and buildings	12	—	—	—	—	(8,434)
Actuarial gains (losses) on defined benefit pension schemes	18	—	147	—	147	(230)
Net movement in funds		116	(488)	(149)	(521)	(8,944)
Reconciliation of funds						
Total fund balances brought forward at 1 September		102	872	15,112	16,086	25,030
Total fund balances carried forward at 31 August	16	218	384	14,963	15,565	16,086

All of the Academy Trust's activities derived from continuing operations during the above two financial periods.

The Academy has no recognised gains or losses other than those shown above.

A full comparative statement of financial activities is presented in note 7 to the financial statements.

	Notes	2020 £'000	2020 £'000	2019 £'000	2019 £'000
Fixed assets					
Tangible fixed assets	12		14,963		15,112
Current assets					
Debtors	13	603		487	
Cash at bank and in hand		1,757		2,034	
		2,360		2,521	
Liabilities					
Creditors: amounts falling due within one year	14	(1,052)		(1,069)	
Net current assets			1,308		1,452
Total assets less current liabilities					
			16,271		16,564
Pension scheme liability	18		(706)		(478)
Total net assets			15,565		16,086
Funds of the Academy Trust:					
Restricted funds					
Fixed assets fund	15		14,963		15,112
General fund	15		1,090		1,350
Pension reserve	15		(706)		(478)
Total restricted funds			15,347		15,984
Unrestricted income funds					
General fund	15		218		102
Total funds	16		15,565		16,086

The financial statements on page 29 to 55 were approved by the Board of Trustees and signed on its behalf by:

H Tailor
Chair

Approved on:

South Bank Academies
Company Limited by Guarantee
Registration Number: 08589525 (England and Wales)

		2020 £'000	2019 £'000
Cash flows from operating activities			
Net cash (used in) provided by operating activities	A	(24)	764
Cash flows used in investing activities			
	B	(253)	(272)
Change in cash and cash equivalents in the year			
		(277)	492
Cash and cash equivalents at 1 September			
		2,034	1,542
Cash and cash equivalents at 31 August			
	C	1,757	2,034

A Reconciliation of net expenditure to net cash flow from operating activities

	2020 £'000	2019 £'000
Net expenditure for the year (as per the statement of financial activities)	(668)	(280)
Adjusted for:		
Depreciation charges (note 12)	522	447
Capital grants from DfE and other capital income	(119)	—
Interest receivable (note 4)	(1)	(1)
Defined benefit pension scheme cost less contributions payable (note 18)	366	182
Defined benefit pension scheme finance cost (note 18)	9	—
(Increase) decrease in debtors	(116)	162
(Decrease) increase in creditors	(17)	254
Net cash (used in) provided by operating activities	(24)	764

B Cash flows from investing activities

	2020 £'000	2019 £'000
Interest received	1	1
Payments to acquire tangible fixed assets	(373)	(273)
Capital grants received from the DfE / ESFA	119	—
Net cash used in investing activities	(253)	(272)

C Analysis of cash and cash equivalents

	2020 £'000	2019 £'000
Cash at bank and in hand	1,757	2,034
Total cash and cash equivalents	1,757	2,034

D Analysis of changes in net debt

	At 1 September 2019 £'000	Cash flows £'000	At 31 August 2020 £'000
Cash at bank and in hand	2,034	(277)	1,757
Total	2,034	(277)	1,757

Statement of accounting policies

A summary of the principal accounting policies adopted (which have been applied consistently, except where noted), judgements and key sources of estimation uncertainty, is set out below.

Company information

South Bank Academies (the 'Academy Trust') is a private company limited by guarantee, domiciled and incorporated in England and Wales. The registered office is 103 Borough Road, London SE1 0AA.

Basis of preparation

The financial statements of the Academy Trust have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP 2015), the Academies Accounts Direction 2019 to 2020 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

South Bank Academies meets the definition of a public benefit entity under FRS 102.

The financial statements are presented in Sterling presented to the nearest thousand pounds.

Going concern

The trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy Trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

Going concern (continued)

In forming this assessment, the trustees have considered the impact of the current Coronavirus pandemic on the Academy Trust, with a particular focus on its effect on the Academy Trust's financial position including its income, expenditure and reserves; its beneficiaries, and its employees. Whilst the trustees acknowledge the disruption caused by the pandemic to the Academy Trust's day-to-day operations, they do not consider this to be cause for material uncertainty in respect of the Academy Trust's ability to continue as a going concern. The Academy Trust's principal sources of income (funding from the Education and Skills Funding agency and local authorities) has to date been protected by central and local government and there has been no indication to suggest that this position will change in the foreseeable future

Income

All income is recognised when the Academy Trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

Grants

Grants are included in the statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

The General Annual Grant is recognised in full in the statement of financial activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended. Unspent amounts of capital grant are reflected in the balance in the restricted fixed asset fund.

Sponsorship income

Sponsorship income provided to the Academy Trust which amounts to a donation is recognised in the statement of financial activities in the period in which it is receivable (where there are no performance-related conditions), where the receipt is probable and it can be measured reliably.

Donations

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

Income (continued)***Other income***

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the Academy Trust has provided the goods or services.

Donated services

Certain services are provided to the Academy Trust by the London South Bank Academies Group (LSBU) through LSBU personnel. Services such as governance support are recharged by the LSBU Group to the Academy Trust in full as disclosed within the related party transactions disclosure accompanying these financial statements. These are charged to the Academy Trust at no more than the cost of the service provision as determined by the LSBU Group.

There are also certain employees of the LSBU Group that provide regular support to the Academy Trust as disclosed within the related party transactions disclosure accompanying these financial statements. The cost of their time is not recharged by LSBU to the Academy Trust, but instead effectively donated to the Academy Trust. The value of their time commitment to the Academy Trust is determined with reference to their cost of employment with LSBU. This amount is recorded as both a cost to the Academy Trust, and also as a donation of the same value.

Where the donated good is a fixed asset it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the academy trust's accounting policies.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

Expenditure on raising funds

This includes all expenditure incurred by the Academy Trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

Expenditure (continued)**Charitable activities**

These are costs incurred on the Academy Trust's educational operations, including support costs and costs relating to the governance of the Academy Trust apportioned to charitable activities. All resources expended are stated net of recoverable VAT.

Tangible fixed assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the balance sheet at cost and depreciated over their expected useful economic life. The related grants are credited to a restricted fixed asset fund in the statement of financial activities and carried forward on the balance sheet. Depreciation on such assets is charged to the restricted fixed asset fund in the statement of financial activities so as to reduce the fund over the useful economic life of the related asset on a basis consistent with the Academy's depreciation policy.

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost/valuation of each asset on a straight-line basis over its expected useful economic life, as follows:

◆ Long leasehold land and buildings	2% straight line
◆ Fixtures, fittings and equipment	20% straight line
◆ IT equipment	33.3% straight line

Depreciation is charged from the month of acquisition.

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the statement of financial activities.

Debtors

Debtors are recognised at their settlement amount less any provision for non-recoverability. Prepayments are valued at the amounts prepaid.

Cash at bank and in hand

Cash at bank and in hand represents such accounts and instruments that are available on demand.

Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the Academy Trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions

Provisions are recognised when the company has a legal or constructive present obligation as a result of a past event, it is probable that the company will be required to settle that obligation and a reliable estimate can be made of the amount of the obligation.

The amount recognised as a provision is the best estimate of the consideration required to settle the present obligation at the reporting end date, taking into account the risks and uncertainties surrounding the obligation. Where the effect of the time value of money is material, the amount expected to be required to settle the obligation is recognised at present value. When a provision is measured at present value the unwinding of the discount is recognised as a finance cost in profit or loss in the period it arises.

Leased assets

Rentals under operating leases are charged on a straight line basis over the lease term.

Financial instruments

The Academy Trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Academy and their measurement basis are as follows:

Financial assets – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost. Prepayments are not financial instruments.

Cash at bank – is classified as a basic financial instrument and is measured at face value.

Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the company is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

Pensions benefits

Retirement benefits to employees of the Academy Trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. The TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded scheme and the assets are held separately from those of the Academy Trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the statement of financial activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Pensions benefits (continued)

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

Fund accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the Academy at the discretion of the trustees.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Education and Skills Funding Agency, Department for Education or other funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other grants received from the Education and Skills Funding Agency.

Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Academy Trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

Depreciation

The annual depreciation charge is derived after determining an estimate of an asset's expected useful life and the expected residual value at the end of its life.

The useful lives of the Academy Trust's assets are determined by management at the time the asset is acquired and reviewed at least annually for appropriateness. The lives are based on historical experience with similar assets as well as anticipation of future events.

Local government pension scheme

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2020. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

1 Donations and capital grants

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets funds £'000	2020 Total funds £'000	2019 Total funds £'000
Capital grants			119	119	152
Other donations	88		—	88	90
	88	—	119	207	242

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets funds £'000	2019 Total funds £'000
Capital grants	—	—	152	152
Other donations	7	83	—	90
	7	83	152	242

2 Funding for the Academy Trust's educational operations

	Unrestricted funds £'000	Restricted funds £'000	2020 Total funds £'000	2019 Total funds £'000
DfE / ESFA revenue grants				
. General Annual Grant (GAG)	—	7,205	7,205	6,987
. Start up grants	—	29	29	183
. Other DfE / ESFA	—	582	582	754
	—	7,816	7,816	7,924
Other Government grants				
. Local authority grants	—	328	328	215
Other income from the Academy Trust's educational operations				
	23	—	23	33
Exceptional government funding				
Coronavirus exceptional support	—	77	77	—
	23	8,221	8,244	8,172

The Academy Trust has been eligible to claim additional funding in year from government support schemes in response to the coronavirus outbreak. The funding received is shown above under "exceptional government funding". The funding received for coronavirus exceptional support covers £76,000 of additional free school meals offered during the period of lockdown and £1,000 to support the deep cleaning of the Academy Trust properties. The associated costs are included in within note 5 to the financial statements.

2 Funding for the Academy's educational operations (continued)

	<i>Unrestricted funds £'000</i>	<i>Restricted funds £'000</i>	<i>2019 Total funds £'000</i>
<i>DfE / ESFA revenue grants</i>			
. <i>General Annual Grant (GAG)</i>	—	6,987	6,987
. <i>Start up grants</i>	—	183	183
. <i>Other DfE / ESFA</i>	—	754	754
	—	<u>7,924</u>	<u>7,924</u>
<i>Other Government grants</i>			
. <i>Local authority grants</i>	—	215	215
<i>Other income from the Academy Trust's educational operations</i>			
	—	33	33
	—	<u>8,172</u>	<u>8,172</u>

3 Other trading activities

	<i>Unrestricted funds</i>	
	2020 £'000	2019 £'000
Lettings income	4	2

4 Investment income

	<i>Unrestricted funds</i>	
	2020 £'000	2019 £'000
Bank interest receivable	1	1

5 Expenditure

	<i>Non pay expenditure</i>				
	<i>Staff costs £'000</i>	<i>Premises £'000</i>	<i>Other costs £'000</i>	2020 Total funds £'000	2019 Total funds £'000
Academy's educational operations					
. <i>Direct costs</i>	4,517	—	588	5,105	4,566
. <i>Allocated support costs</i>	1,958	575	1,486	4,019	4,131
	<u>6,475</u>	<u>575</u>	<u>2,074</u>	9,124	<u>8,697</u>

5 Expenditure (continued)

	Staff costs £'000	Non pay expenditure		2019 Total funds £'000
		Premises £'000	Other costs £'000	
<i>Academy's educational operations</i>				
. Direct costs	4,054	—	512	4,566
. Allocated support costs	1,695	841	1,595	4,131
	5,749	841	2,107	8,697

Analysis of support costs	2020 Total funds £'000	2019 Total funds £'000
Support staff costs	1,958	1,726
Depreciation	519	447
Technology costs	243	413
Premises costs	575	841
Catering	296	342
Other support costs	347	326
Governance costs	81	67
Total support costs	4,019	4,162

6 Net income (expenditure)

Net income (expenditure) for the year includes:	2020 Total funds £'000	2019 Total funds £'000
Depreciation	522	447
Fees payable to current auditor		
. Statutory audit services	14	—
. Other services	10	—
Fees payable to predecessor auditor		
. Statutory audit services	—	16
. Prior year under provision	4	—
. Other services	5	8

7 Comparative information

Analysis of income and expenditure in the year ended 31 August 2019 between restricted and unrestricted funds:

	Unrestricted general fund £'000	Restricted funds		2019 Total funds £'000
		General fund £'000	Fixed assets fund £'000	
Income from:				
Donations and capital grants	7	83	152	242
Charitable activities				
. Funding for the Academy's educational operations	—	8,172	—	8,172
Other trading activities	2	—	—	2
Investments	1	—	—	1
Total income	10	8,255	152	8,417
Expenditure on:				
Charitable activities				
. Academy's educational operations	—	8,250	447	8,697
Total expenditure	—	8,250	447	8,697
Net income (expenditure)	10	5	(295)	(280)
Transfers between funds	—	44	(44)	—
Other recognised gains and losses				
Revaluation of leasehold land and buildings	—	—	(8,434)	(8,434)
Actuarial losses on defined benefit pension schemes	—	(230)	—	(230)
Net movement in funds	10	(181)	(8,773)	(8,944)
Reconciliation of funds				
Total fund balances brought forward at 1 September	92	1,053	23,885	25,030
Total fund balances carried forward at 31 August	102	872	15,112	16,086

8 Staff**(a) Staff costs**

Staff costs during the year were:

	2020 Total funds £'000	2019 Total funds £'000
Wages and salaries	4,350	4,165
Social security costs	471	409
Pension costs	1,139	676
	5,960	5,250
Redundancy costs	12	—
Supply teacher costs	503	499
	6,475	5,749

(b) Non-statutory / non-contractual staff severance payment

Included in redundancy costs above are non-statutory/non-contractual severance payments totalling £11,775 (2019: £nil).

(c) Staff numbers

The average numbers of persons (including senior management team) employed by the Academy during the year was as follows:

Charitable activities	2020 No.	2019 No.
Teachers	60	63
Administration and support	60	56
Management	11	7
	131	126

(d) Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2020 No.	2019 No.
£60,001 - £69,999	2	3
£70,000 - £79,999	4	4
£80,000 - £89,000	2	1
£90,000 - £99,999	1	1
£100,001 - £109,999	1	1

(e) Key management personnel

The key management personnel of the Academy Trust comprise the Trustees and those individuals recorded as 'Key Management Personnel' on page 1 of the annual report. The total amount of employee benefits (including employer pension and national insurance contributions) received by key management personnel for their services to the Academy Trust was £536,218 (2019 – £419,526).

9 Trustees' remuneration and expenses

Certain of the trustees are employees of the London South Bank University Group (LSBU) which sponsors the Academy Trust and provides support services to the Academy Trust. Included within staff costs are the value of donated salaries in relation to the following Trustees who are employed by LSBU Group and have provided support services to the Academy Trust. (See also note 19).

	2020	2019
	£'000	£'000
<hr/>		
N Louis (Interim CEO until 30 September 2019)		
. Remuneration	0 – 5	40 – 45
. Employer's pension contributions	0 – 5	10 – 15
F Morey (CEO from 1 October 2019)		
. Remuneration	25 – 30	—
. Employer's pension contributions	5 – 10	—
<hr/>		

No Trustee is remunerated for their services as trustees to the Academy Trust. During the year ended 31 August 2020, no travel and subsistence expenses were reimbursed to any trustee (2019 – £nil).

Other related party transactions involving the trustees are set out in note 19.

10 Trustees and Officers' insurance

The Academy Trust has opted into the Department of Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the trustees and officers indemnity element from the overall cost of the RPA scheme.

11 Disclosure of central services

The Academy Trust has provided central services to its academies during the year, including human resources, financial services, educational support services, The Trust charges for these services based on rates of 6.3% (2019: 4.7%) of the individual schools' GAG income for the year.

	2020	2019
<hr/>		

	£'000	£'000
University Academy of Engineering South Bank	340	281
South Bank Engineering UTC	113	94
	453	375

12 Tangible fixed assets

	Leasehold land and buildings £'000	Leasehold improvements £'000	Furniture and equipment £'000	Computer equipment £'000	Assets under construction £'000	Total funds £'000
Cost						
At 1 September 2019	14,312	17	1,167	640	—	16,136
Additions	—	—	135	177	61	373
At 31 August 2020	14,312	17	1,302	817	61	16,509
Depreciation						
At 1 September 2019	174	4	372	474	—	1,024
Charged in year	58	1	291	172	—	522
Disposals	—	—	—	—	—	—
At 31 August 2020	232	5	663	646	—	1,546
Net book value						
At 31 August 2020	14,080	12	639	171	61	14,963
At 31 August 2019	14,138	13	795	166	—	15,112

During the year ended 31 August 2019, an adjustment was made to the fair value of the land and buildings occupied by the University Academy or Engineering South Bank. The land and buildings was gifted by the local authority to the school and has been recognised in the previous accounts at the insurance value which was deemed to be the best estimate of fair value.

A valuation was undertaken at 31 March 2015 by Mouchel which gave a more accurate estimate of the value of the assets transferred. Whilst undertaken in 2015, this was not made available until the year ended 31 August 2019 and has resulted in a decrease in the cost of leasehold land and buildings by £8,688,000 and decrease in accumulated depreciation by £254,000 for the year ended 31 August 2019. The total effect on the net book value of the leasehold land and buildings is a decrease in the fair value by £8,434,000.

13 Debtors

	2020	2019
	£'000	£'000
Prepayments and accrued income	475	389
VAT recoverable	54	97
Other debtors	74	113
Provision for bad and doubtful debt	—	(112)
	603	487

14 Creditors: amounts falling due within one year

	2020	2019
	£'000	£'000
Trade creditors	301	449
Accruals and deferred income	530	506
Other taxation and social security	122	108
Other creditors	99	6
	1,052	1,069

Deferred income

	2020	2019
	Total	Total
	funds	funds
	£'000	£'000
Deferred income at 1 September	13	—
Resources deferred in the year	34	13
Amounts released from previous years	(13)	—
Deferred income at 31 August	34	13

Deferred income at the balance sheet date in respect of unspent bursary funds received from the ESFA.

15 Funds

	Balance at 1 September 2019 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2020 £'000
Restricted general funds					
. General Annual Grant (GAG)	1,350	7,205	(7,211)	(254)	1,090
. Start Up Grant	—	29	(29)	—	—
. Other DfE/ESFA grants	—	612	(612)	—	—
. Pupil premium	—	375	(375)	—	—
. Pension reserve	(478)	—	(375)	147	(706)
	<u>872</u>	<u>8,221</u>	<u>(8,602)</u>	<u>(107)</u>	<u>384</u>
Restricted fixed assets fund					
. DfE/ESFA capital grants	856	119	(420)	254	809
. Local authority capital grants	41	—	(15)	—	26
. Transfer for Local Authority	14,138	—	(58)	—	14,080
. Other transfers	77	—	(29)	—	48
	<u>15,112</u>	<u>119</u>	<u>(522)</u>	<u>254</u>	<u>14,963</u>
Total restricted funds	<u>15,984</u>	<u>8,340</u>	<u>(9,124)</u>	<u>147</u>	<u>15,347</u>
Total unrestricted funds	<u>102</u>	<u>116</u>	<u>—</u>	<u>—</u>	<u>218</u>
Total funds	<u>16,086</u>	<u>8,456</u>	<u>(9,124)</u>	<u>147</u>	<u>15,565</u>

The specific purposes for which the funds are to be applied are as follows:

Restricted general funds

All restricted funds are grants received from the Department for Education and the Local Authority for the purpose of running the Academy. This also includes catering income received from pupils.

General Annual Grant

This includes all monies received from the ESFA to carry out the objectives of the Academy Trust. It includes the School Budget Share and education services grants.

Under the funding agreement the Secretary of State, the Academy Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2020.

Start Up Grant

This represents the amount received on conversion to academy status for start-up costs.

15 Funds (continued)**Other DfE/ESFA grants**

This represents revenue grants received from the ESFA for specific purposes, including funds provided to support individual pupils with a SEN statement and development grants received by the academy trust.

Pension reserve

This represents the negative reserve in respect of the liability on the LGPS defined benefit pension scheme which was transferred to the academy on conversion.

Fixed asset fund

The fund includes the value of the tangible fixed assets of the academy on conversion, and monies transferred from the GAG or other restricted funds specifically for expenditure on tangible fixed assets, and the annual charges for depreciation of these assets.

Transfers between funds

Transfers from the restricted general fund to the fixed asset fund relate to assets purchased from GAG.

Comparative information in respect of the preceding period is as follows:

	Balance at 1 September 2018 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2019 £'000
Restricted general funds					
. General Annual Grant (GAG)	1,119	6,987	(6,800)	44	1,350
. Start Up Grant	—	183	(183)	—	—
. Other DfE/ESFA grants	—	754	(754)	—	—
Other donations					
. Local Authority Grant	—	215	(215)	—	—
. Other income	—	116	(116)	—	—
. Pension reserve	(66)	—	(182)	(230)	(478)
	<u>1,053</u>	<u>8,255</u>	<u>(8,250)</u>	<u>(186)</u>	<u>872</u>
Restricted fixed assets fund					
. DfE/ESFA capital grants	1,091	152	(343)	(44)	856
. Local authority capital grants	56	—	(15)	—	41
. Transfer for Local Authority	22,632	—	(60)	(8,434)	14,138
. Other transfers	106	—	(29)	—	77
	<u>23,885</u>	<u>152</u>	<u>(447)</u>	<u>(8,478)</u>	<u>15,112</u>
Total restricted funds	<u>24,938</u>	<u>8,407</u>	<u>(8,697)</u>	<u>(8,664)</u>	<u>15,984</u>

Total unrestricted funds	92	10	—	—	102
Total funds	25,030	8,417	(8,697)	(8,664)	16,086

15 Funds (continued)

Fund balances at 31 August 2020 were allocated as follows:

	2020 £'000	2019 £'000
University Academy of Engineering South Bank	886	973
South Bank Engineering UTC	49	433
Central services	373	46
Total before fixed assets and pension reserve	1,308	1,452
Restricted fixed asset fund	14,963	15,112
Pension reserve	(706)	(478)
Total funds	15,565	16,086

Total cost analysis by academy

Expenditure incurred by each academy during the year was as follows:

	Teaching and educational support staff costs £'000	Other support staff costs £'000	Educational supplies £'000	Other costs (excluding depreciation) £'000	Total 2020 £'000	Total 2019 £'000
University Academy of Engineering South Bank	2,923	1,494	441	1,008	5,866	5,915
South Bank Engineering UTC	1,053	590	130	418	2,191	1,635
Central services	38	378	16	113	545	731
	4,014	2,462	587	1,539	8,602	8,281

16 Analysis of net assets between funds

	Unrestricted funds £'000	Restricted General Funds £'000	Restricted Fixed Asset Fund £'000	Total 2020 £'000	Total 2019 £'000
Fund balances at 31 August 2020 are represented by:					
Tangible fixed assets	—	—	14,963	14,963	15,112
Current assets	218	2,142	—	2,360	2,521
Current liabilities	—	(1,052)	—	(1,052)	(1,069)
Pension scheme liability	—	(706)	—	(706)	(478)
Total net assets	218	384	14,963	15,565	(16,086)

16 Analysis of net assets between funds (continued)

	<i>Unrestricted funds £'000</i>	<i>Restricted General Funds £'000</i>	<i>Restricted Fixed Asset Fund £'000</i>	<i>Total 2019 £'000</i>
Fund balances at 31 August 2019 are represented by:				
<i>Tangible fixed assets</i>	—		15,112	15,112
<i>Current assets</i>	102	2,419	—	2,521
<i>Current liabilities</i>	—	(1,069)	—	(1,069)
<i>Pension scheme liability</i>	—	(478)	—	(478)
Total net assets	102	872	15,112	16,086

17 Members' Liability

Each member of the Academy Trust undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

18 Pension and similar obligations

The Academy Trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Surrey County Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

Contributions amounting to £94,000 were payable to the schemes at 31 August 2020 (2019: £nil) and are included within creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

18 Pension and similar obligations (continued)***Valuation of the Teachers' Pension Scheme***

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

- ◆ employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- ◆ total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- ◆ an employer cost cap of 10.9% of pensionable pay will be applied to future valuations.
- ◆ the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI. The assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.
- ◆ The TPS valuation for 2012 determined an employer rate of 16.48%, which was payable from September 2015. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.48% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The next valuation result is due to be implemented from 1 April 2023.

The employer's pension costs paid to TPS in the period amounted to £633,000 (2019: £344,000).

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The academy trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

18 Pension and similar obligations (continued)**Local Government Pension Scheme (LGPS)**

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2020 was £215,000 (2019 – £167,000), of which employer's contributions totalled £158,000 (2019: £129,000) and employees' contributions totalled £57,000 (2019 – £38,000). The agreed employer contribution rates for future years are an average of between 13.6% and 16.9% for the UAE and 20.8% and 22.8% for the UTC, with actual contribution rates being dependent upon salary.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of an Academy Trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

The Academy Trust participates in the following LGPSs:

Academy	Scheme
South Bank Engineering UTC	London Borough of Lambeth Pension Fund
University Academy Engineering South Bank	London Borough of Southwark Pension Fund

The principal assumptions used in determining the valuations are provided below:

Principal actuarial assumptions	Lambeth at 31 August 2020	Southwark at 31 August 2020	Lambeth at 31 August 2019	Southwark at 31 August 2019
Rate of increase in salaries	2.7%	3.7%	2.7%	3.5%
Rate of increase in pensions	2.2%	2.2%	2.3%	2.0%
Discount rate for scheme liabilities	1.7%	1.7%	1.9%	1.9%
Inflation assumption (CPI)	2.2%	2.2%	2.3%	2.0%

The current mortality assumptions include sufficient allowance for future improvements in mortality rates. The assumed life expectations on retirement age 65 are:

Mortality assumptions	Lambeth at 31 August 2020	Southwark at 31 August 2020	Lambeth at 31 August 2019	Southwark at 31 August 2019
<i>Retiring today</i>				
Males	21.3	20.8	20.7	22.6
Females	23.5	23.6	23.0	26.3
<i>Retiring in 20 years</i>				
Males	22.7	22.7	22.2	24.3
Females	25.0	25.5	24.5	28.1

18 Pension and similar obligations (continued)**Local Government Pension Scheme (LGPS)** (continued)

Sensitivity analysis	2020 £'000
Southwark	
0.1% increase in the salary increase rate	—
0.1% increase in the pension increase rate	50
0.1% decrease in the real discount rate	50
Lambeth	
0.5% increase in the salary increase rate	—
0.5% increase in the pension increase rate	47
0.5% decrease in the real discount rate	47

The Academy's share of the assets and liabilities in the scheme were:

	2020 £'000	2019 £'000
Equity instruments	423	288
Bonds	160	101
Property	92	75
Other	22	6
Cash and other liquid assets	22	10
Total market value of assets	719	480
Present value of scheme liabilities	(1,425)	(958)
Deficit in the scheme	(706)	(478)

Amounts recognised in statement of financial activities	2020 £'000	2019 £'000
Current service cost	518	222
Past service cost	6	88
Interest income	(11)	(10)
Interest cost	20	11
Total amount recognised in the SOFA	533	311

Changes in the present value of defined benefit obligations were as follows:	2020 £'000	2019 £'000
At 1 September	958	352
Current service cost	518	222
Interest cost	20	11
Employee contributions	57	38
Actuarial (gain) / loss	(124)	251

Benefits paid	(10)	(4)
Past service cost	6	88
At 31 August	1,425	958

18 Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

Changes in the fair value of the Academy's share of scheme assets:	2020 £'000	2019 £'000
At 1 September	480	286
Interest income	11	10
Actuarial gains	23	21
Employer contributions	158	129
Employee contributions	57	38
Benefits paid	(10)	(4)
At 31 August	719	480

19 Related party transactions

Owing to the nature of the Academy Trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trust has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the trust's financial regulations and normal procurement procedures. The following related party transaction took place in the period of account.

Richard Flatman, a Trustee and Member of the Academy Trust, is also a Director of South Bank Enterprises Ltd. During the year ended 31 August 2020, the Academy Trust was charged £30,737 (2019: £25,287) by South Bank Enterprises Ltd for the provision of invigilators. There were no outstanding balances in relation to these charges at the start or end of the financial year.

The Academy Trust received governance related services from its sponsor, LSBU, during the year ended 31 August 2020 totalling £34,420 (2019: £15,094). A balance of £10,967 (2019: £nil) was owing to LSBU at the year end and included in creditors.

In addition, four individuals employed by LSBU Group (2019: five individuals) allocate part of their time to provide support services to the Academy Trust. The cost of this time is gifted to the Academy Trust and included as part of the Academy Trust's income (from donations) and expenditure (on staff costs). The total value of the donated salaries for the year ended 31 August 2020 was £88,453 (2019: 82,981).

One Director David Phoenix is also a director of South Bank Colleges, a wholly owned subsidiary of LSBU. Other than the donated salaries referenced in the previous paragraph, there were no transactions with South Bank Colleges during the year. (2019 - £nil).

	CONFIDENTIAL
Paper title:	New policy framework for South Bank Academies
Board/Committee:	South Bank Academies Board
Date of meeting:	15 December 2020
Author(s):	Ciara Carroll, Clerk to the South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	For Noting
Recommendation:	The Board is requested to note this report and how it supports the recent Internal Audit finding around Trust and school policy framework

Executive summary

The Trust is currently working to rationalise its policies across all its entities. The recent HR policies and procedures internal audit report acknowledged this work and recognised that the Trust needs to implement a framework to support review and update of all policies in the Trust. This framework aims to support the roll-out of the Trust-wide review to include the schools and their policies.

Governance plays a significant review and challenge role within the policy framework and this report lays out how this will take place.

- Trustees will ‘adopt’ a few policies each, specific to their area of expertise. These policies will be reviewed on a distributed basis to avoid policy ‘chokepoints’
- Trustees will be provided with a cover sheet summarising all policy updates
- Trustees will receive an annual report showing what policies are coming up for renewal during the academic year

Recommendation

Trustees are requested to familiarise themselves with the proposed framework and prepare for its implementation over the rest of the academic year.

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Current policy framework review

The policy framework in an academy trust is a comprehensive document that lists all policies and procedures held by the trust, including the level and frequency of review and approval.

A robust and up-to-date set of policies is a key tool in providing assurance to trustees that internal controls are in place to guide the actions and activities of staff and those connected to the trust, such as volunteers.

The Trust's policy framework is undergoing review at present, both internally and through the internal auditors, BDO. A more substantial update will be provided at the meeting on 18 March 2021.

The following report explains what governors and trustees can expect from the policy process in the Trust.

Necessities to ensure clear and effective policy review

1. An annual report to trustees on the policy framework

An annual report basis provides evidence to board members that policy management is in hand and will detail the policies which are due for review and approval in the upcoming year.

The framework will be divided by the level of governance which will approve each policy.

Approval levels are:

Category	Approved by
Group-level, with adaptation for Trust	Group committees
Trust-wide	SBA Board
Trust-wide	SBA Board Committee
Trust-wide	Executive team
Trust-wide, with annex	SBA Board, SAB (annex)
School-specific, with template set by trustees	SAB
School-specific, with template set by Executive team	SAB
School-specific	SAB
School-specific	Senior Leadership Team

2. Staggered renewal timelines

This systematic review will mean that many policies would require review at the same time in the agenda cycle further down the line (e.g. in one/three years' time). Policies will be put on staggered review timelines throughout the year. Therefore, annual policies will be distributed throughout the following year for approval, regardless of the month that they were initially

approved. Therefore, nine annual policies will require review of three policies per term the following year. All statutory requirements will be followed, e.g. safeguarding policy to be reviewed in September following the annual update of Keeping Children Safe in Education guidance.

3. Cover sheet detailing key changes to policies

A cover note will summarise key changes and reasons they are required or suggested. A 'tracked changes' version of the policy may also be presented if changes are complex or numerous, compared to the previous iteration.

4. Link trustees and committee members 'adopt' a set of policies

The approval process will be more efficient if a trustee or committee member 'adopts' one each for a more detailed review. The policies to be 'adopted' can be selected according to the expertise of board and committee members. This helps ensure each policy is scrutinised whilst also making good use of time available, both from governance stakeholders and in meetings.

5. Store policies in an accessible place

The trust will create a single source/central record of their policies. This means that policies can be clearly shared with trustees/governors/staff when they are inducted into the trust and stops issues with version control. Policies will be available on the trust or schools' websites as appropriate.

	CONFIDENTIAL
Paper title:	Academies Financial Handbook Compliance report
Board/Committee:	South Bank Academies Board
Date of meeting:	15 December 2020
Author(s):	Ciara Carroll, Clerk to the South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	For Discussion
Recommendation:	The Board is requested to review the information in the attached report and determine how to move forward to ensure compliance with the Academies Financial Handbook.

Executive summary

The Trust is required to be fully compliant with the Academies Financial Handbook (AFH) as part of its funding agreement; non-compliance can result in sanctions up to and including withdrawal of funding.

AFH requirements/ 'musts'

One significant point of non-compliance has been identified (this was also raised in the external audit report):

1. Non-provision of monthly management accounts as per the requirements of the AFH

One area that needs improvement has been identified:

1. Clear and transparent delineation of governance arrangements, and publication on the Trust's website

Areas for future improvement/points of best practise

Two areas have been identified for improvement to bring in line with governance best practise:

1. Appointment of independent members
2. Consideration to be given to delegating more finance powers to the audit committee and recruiting new trustees to this committee to support increased remit

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Academies Financial Handbook

The Academies Financial Handbook update for 2020 (AFH20) applies to all multi-academy trusts from 1 September 2020. This report gives details of the on-going review completed across all the requirements of the AFH.

Top 10 'musts'

The AFH is divided into two types of requirements: must and should. Part 8 of the Handbook lists the "top ten musts for Chairs and other trustees". The list is included in this report in [Appendix One](#), along with confidence level and evidence to show that the Trust is compliant with the AFH.

The Trust is compliant with 9 out of 10 of the Top 10 'musts'.

The Board should note the below item of concern.

AFH requirement [paragraph reference]	Next steps
Share management accounts with the chair of trustees monthly, with the other trustees six times a year, and consider when the board meets, taking action to maintain financial viability	Management accounts are prepared monthly by the Finance Manager. The Finance team are working with the Governance team to have a system in place in order that these can be shared with the Chair and the trustees.

Other 'musts'

In the AFH, there is an emphasis placed on financial and non-financial controls and risks for the Trust and its schools. Risk management in the Trust will be further strengthened by the adoption of the Group Risk Management process over the course of the 2020-21 academic year.

NB: If a new school joins the Trust, a financial management and governance self-assessment must be sent to the ESFA within three months of its start date. This consists of 37 questions relating to the seven key areas of focus for the AFH.

The Trust is broadly compliant with the requirements of the AFH but it will take some time to document the necessary evidence. There is work on-going to ensure that the Trust's compliance with all financial and HR requirements of the AFH is documented. This is projected to finish by March 2021.

The Board should note the below items.

AFH requirement [paragraph reference]	Next steps
Be transparent with governance arrangements [2.49]	The Scheme of Delegation for the SABs and responsibilities for the Board is being reviewed to ensure greater clarity of governance arrangements
Publish the trust's governance arrangements in its governance statement and in a readily accessible form on its website [2.50]	The updated Scheme of Delegation will be published on the Trust's website

The 'shoulds'

These items are not requirements, but they are suggestions of best practice and require consideration. The planned new CPD program and governance manual will provide access to the necessary training, information and evaluation tools for trustees' and governors' use; in turn this will mean that the Trust is compliant with most of these suggestions.

The Board should note the below items.

AFH requirement [paragraph reference]	Evidence
There should be significant separation between the individuals who are members and those who are trustees. If members sit on the board of trustees this may reduce the objectivity with which the members can exercise their powers. The Department's strong preference is for a majority of members to be independent of the board of trustees [1.5]	There is currently no separation between members and trustees. All non-organisation members are also trustees. This will be reviewed in the new year.
The academy trust should have a finance committee to which the board delegates financial scrutiny and oversight, and which can support the board in maintaining the trust as a going concern [2.5]	At present the Board is responsible for examining financial reporting for the Trust. Consideration will be given to whether to convert the Audit and Risk Committee into a Finance Committee with greater delegated powers to enable the Board to spend more time on other areas of responsibility. This is also important in terms of future proofing for growth plans.
Where the board has concerns about financial performance, it should act quickly ensuring the trust has adequate financial skills in place [2.23]	There are no current financial concerns specific to the Trust. Finance has been identified as an area for further improvement and it is vital that the Board plan for the future by recruiting a number of financially skilled trustees to provide capacity in the event that more support and challenge is required

Appendix One

	AFH requirement [paragraph reference]	Confidence	Evidence
1.	Apply highest standards of conduct and ensure robust governance, comply with charitable objects, with duties as company directors, with charity law and the funding agreement [1.12 and 1.13]	High	Part of induction process, and will be explicitly built into proposed SBA Governance manual and Continuous Professional Development program
2.	Ensure the board of trustees meets at least three times a year and conducts business only when quorate [2.3]. If the board meets less than six times a year it must describe in its governance statement, accompanying its annual accounts, how it maintained effective oversight of funds with fewer meetings	High	Board meets minimum four times a year with extra meetings organized when necessary. Recruitment is underway to source finance trustees to sit on audit committee. Explanation of effective oversight of funds provided in annual report
3.	Approve a written scheme of delegation of financial powers	High	Financial Scheme of Delegation approved at Audit Committee meeting 03.12.20
4.	Manage conflicts of interest, be even-handed with related parties, and ensure goods or services provided by them are at no more than cost, beyond the limits in this handbook	High	Pecuniary interest and related party registers are maintained regularly. Related party transactions have been audited by Buzzacotts and included within annual report
5.	Ensure the board approves a balanced budget for the financial year and minutes their approval	High	Surplus budget was approved at Board meeting on 27 July 2020 and minuted.
6.	Share management accounts with the chair of trustees monthly, with the other trustees six times a year, and consider when the board meets, taking action to maintain financial viability	LOW	Management accounts are prepared monthly by the Finance Manager. The Finance team are working with the Governance team to have a system in place in order that these can be shared with the Chair and the trustees.
7.	Ensure decisions about executive pay follow a robust evidence-based process reflecting the individual's role and responsibilities, and that the approach to pay is transparent, proportionate, and justifiable	High	New Pay policy implemented during 2020-21 academic year. Pay review meetings for executive leadership taking place 9 December 2020
8.	Appoint an audit and risk committee (either dedicated or combined with another committee) to advise on the adequacy of the trust's controls and risks including financial and non-financial controls and risk management arrangements, to direct a	High	Audit committee in place, with plans to increase membership by two new trustees to provide more capacity and experience. Standing orders for the committee include:

	programme of internal scrutiny and to consider the results and quality of external audit		<ul style="list-style-type: none"> • Risk management • Internal scrutiny • External audit monitoring
9.	Submit audited accounts to ESFA by 31 December	High	Deadline for 2019-20 accounts has been extended to 31 January due to coronavirus pandemic. Accounts are due to go before the Board on 15 December 2020 for approval
10.	Ensure an appropriate, reasonable, and timely response by the trust's management team to findings by auditors, taking opportunities to strengthen financial management and control	High	Two meetings of the audit committee in March and May 2021 will monitor the post audit management report and the completions of the actions related to the same.

Agenda Item 17

	CONFIDENTIAL
Paper title:	2020/21 Group Risk Policy
Board/Committee:	Audit Committee/South Bank Academies Board
Date of meeting:	15 December 2020
Author(s):	Richard Duke, Director of Strategy & Planning
Sponsor(s):	Richard Flatman, Chief Financial Officer
Purpose:	For Information
Recommendation:	Review and discuss in the context of South Bank Academies

Executive Summary

The SBA risk register is attached for information.

The Group Risk Policy has been approved by the Group Audit and Risk Committee. The Audit committee has noted the group policy and will receive further details at the next meeting in March 2021.

LSBU Group Risk Policy 2020/21

The approach detailed in this policy, will be implemented throughout 2020/21, ready to be fully implemented by the Autumn of 2021.

Purpose of Risk Policy

The risk policy:

1. Explains the London South Bank University Group's approach to risk management. Risk Management provides a mechanism and framework which at the highest level seeks to ensure that the London South Bank University Group achieves its strategic objectives, through effective identification, and management of uncertainties that could impact on these outcomes.
2. Sets out the roles and responsibilities of all key parties. It also sets out the risk management process at LSBU and the main reporting procedures.
3. Is part of the London South Bank University Group's internal control and corporate governance arrangements.
4. Ensures the London South Bank University Group complies with compliance requirements placed upon it by the key regulatory bodies; the Office for Students (OfS) and Office for Standards in Education (OFSTED). Comprehensive risk management is a regulatory requirement for all registered providers by OfS and OFSTED. The OfS regulatory framework¹ details these requirements and are outlined below.

OfS Condition E2: Management and governance

- i. Operate in accordance with its governing documents.
- ii. Deliver, in practice, the public interest governance principles that are applicable to it.
- iii. Provide and fully deliver the higher education courses advertised.
- iv. Continue to comply with all conditions of its registration.

Included in the OfS assessment of institutions governance arrangements is that institutions have:

- Evidence of risk management tools and processes (e.g. a risk register)

It is also essential for institutions to follow public interest governance principles. Principle number V is:

- Risk management: The provider operates comprehensive corporate risk management and control arrangements (including for academic risk) to ensure the sustainability of the provider's operations, and its ability to continue to comply with all of its conditions of registration.

The Ofsted evaluation framework, does not specifically reference risk management, but there is a review of effective Governance, of which risk management is an important component.

¹ OfS Regulatory Framework https://www.officeforstudents.org.uk/media/1406/ofs2018_01.pdf

Definition of Risk

For the purposes of this policy, risk is defined as:

‘Circumstances that have not yet occurred that potentially impact upon the achievement of the organisation’s objectives’.

This could be any event, outcome or action which could:

- Cause financial disadvantage to the Group, i.e. loss of income, additional costs, loss of assets, creation of liabilities;
- Cause damage to the reputation of the Group;
- Prevent an opportunity from being taken;
- Lead to a failure to capitalise on our strengths;
- Prevent or hinder achievement of any of the objectives of the Corporate Strategy or associated local delivery plans;
- Impact negatively on student experience or achievement;
- Increase risks of non-compliance with regulators.

This is distinct to an issue, which is something that also might impact upon the achievement of objectives, but has already occurred.

Risk and wider Business Planning

The reporting of risk will align with the LSBU Group’s approach to accountability, assurance and business planning. Risk represents one of the four components of this approach. The four areas are:

- Deliverable Monitoring (what we will deliver);
- Outcomes (KPIs and PIs);
- Regulation (Office for Students (including Teaching Excellence Framework and Access & Participation Plan, Knowledge Exchange Framework, Research Excellence Framework) Ofsted and United Nations Sustainable Development Goals);
- Risk.

Each of the above will be classified by the Executive Area of ownership and Strategic Pillar.

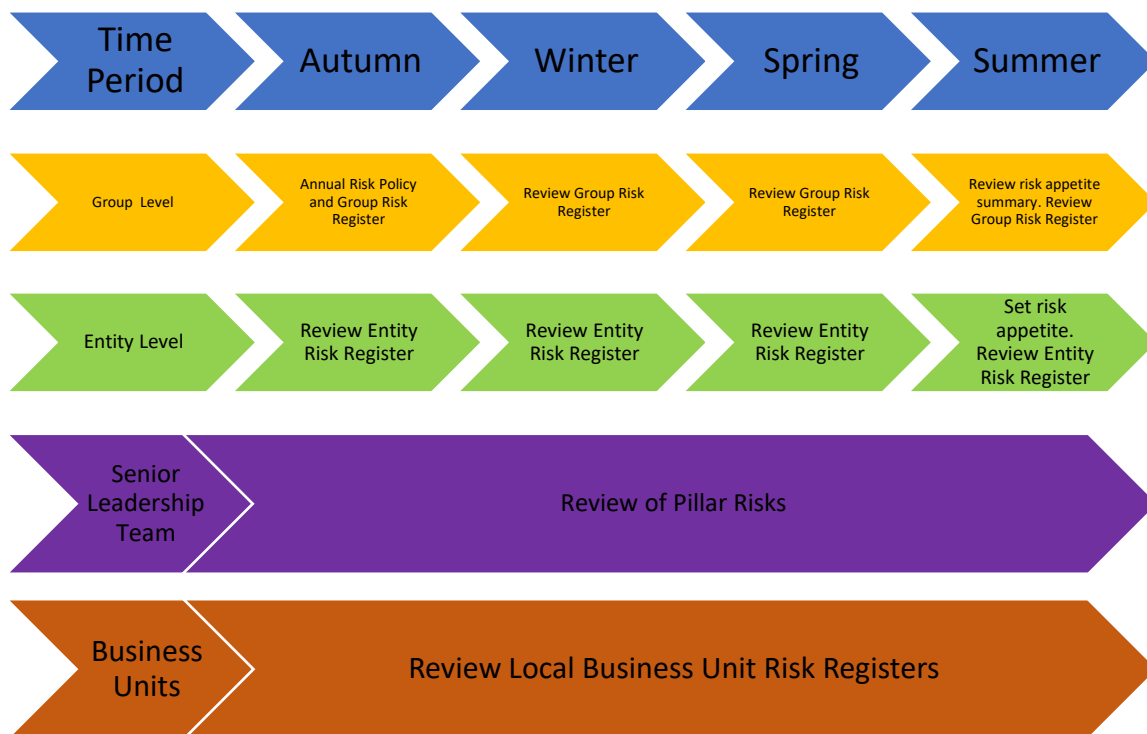
The LSBU Group and Risk Policy

There are four entities that comprise the LSBU Group:

- London South Bank University
- South Bank Colleges
- South Bank Academies
- South Bank Enterprises

The different regulatory requirements of each element of the Group, requires a devolved approach to risk. However, this policy’s coverage relates to the whole Group, and where a devolved approach is taken, this is clearly specified.

Timelines



Appendix B details the annual schedule of risk management in detail.

Risk Registers

The LSBU Group has three sets of risk registers across its risk management process. These are:

- LSBU Group Risk Register;
- Institutional Risk Registers;
- Local Risk Registers.

The population of the Group Risk Register is informed by risks outlined in Institutional Risk Registers. The risks in the Group Risk Register, maybe specific to an individual entity within the Group, but the risk is deemed great enough to impact the overall Group. Institutional Risk Registers are informed by local risk registers.

Each risk will have the following information recorded against it:

Risk	Risk description	Risk Type	Group wide or Institution Specific	Pillar	Executive Area	Cause and effect of risk	Likelihood rating	Impact rating	Mitigating actions	Residual likelihood	Residual risk classification	Risk owner
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Local Risk Registers

- Each local risk register is owned by the lead of the business unit (e.g. PSG or School);
- Each risk will detail as to whether it represents a Group wide risk, or specific to an individual Group institution.

Institutional Risk Registers

- Institutional risk registers are owned by institution leads, as detailed in Table 1 (roles and responsibilities);
- As an appendix to the register, critical and high risks contained in local risk registers (sorted by pillar), relevant to individual institutions will be published;
- In addition to the standard risk register, an institutional regulatory risk report will be produced.
 - LSBU – OfS and OFSTED (levels 4+5 Apprenticeships)
 - SBC – OFSTED and ESFA
 - SBA – OFSTED
 - SBE – Not applicable.

Group Risk Register

- The Group risk register is owned by the Vice-Chancellor and Group Chief Executive Officer
- As an appendix to the Group risk register, Institution risk registers will be published.

This diagram details the hierarchy of risk registers.



Strategic Pillars

The 2020-25 Group Strategy is grouped into four pillars. Risks will be reported against these pillars, at each level of risk reporting. The strategic pillars are:

- Access to Opportunity
- Student Success

- Real World Impact
- Fit for the Future (split into three)
 - Technology and Estate
 - People, Culture & Inclusion
 - Resources, Market and Shape

Executive Areas

Each risk, at all levels, will be classified by Executive area, to allow for reporting for each Executive member. These Executive areas are:

- Academic Framework
- Place & Impact
- Student Journey
- People
- Finance
- Executive Office
- LSBU Teaching & Research
- Institute of Health & Social Care
- Lambeth College & Academies

Risk Categories

The following risk categories are used across the LSBU risk management framework. Each risk, regardless of level of reporting is assigned a risk area.

- Financial
- Legal and Compliance
- Academic Activity
- Reputation

Risk Appetite

Risk appetite is devolved to each individual entity of the LSBU Group. This is not aggregated at Group Level. A risk appetite is defined in each entity of the Group, using the consistent risk appetite framework. This framework is detailed in Appendix A. A risk appetite is set for each of the risk categories outlined above.

Roles and Responsibilities

The table below details Committees, meetings and individuals roles and responsibilities as part of the risk management policy.

Table 1

Role	Responsibility
Group Board	Review and Approve Group Risk Policy, Institutional Risk Appetites and Group Risk Register Approve LSBU Risk Register.
Group Audit Committee	Review and Recommend Risk Policy, Institutional Risk Appetites and Group Risk Register to Board Recommend LSBU Risk Register to Board
Group Executive	Review and Recommend Risk Policy, Institutional Risk Appetites and Group Risk Register to Audit Committee Recommend LSBU Risk Register to Audit Committee
Group Senior Leadership Team	Review Risks by Pillar and Executive Area
SBA/SBC/SBUEL Board/Audit Committee	Approve relevant risk registers. Set institutional risk appetite.
Executive Area	Each Executive member is responsible for a grouping of risks allocated to each Executive Area.
Institutional Leads	The Provost (LSBU), Executive Principal Lambeth College / Pro Vice Chancellor Compulsory and Further Education (SBA and SBC) and CBO (SBUEL). Ownership of overall institutional risk register.
Local Risk owner	The Head of individual business units. Responsible for classification of risks at local level. To be undertaken with support of local senior management teams.
PPA	Collate and support all areas of the Group in completion of documentation, and offer challenge where appropriate.
Assurance Unit	Ensure risk registers appropriately reflect assurance requirements.

Risk Classification

Impact

- *Critical* – occurrence would have a critical effect on the ability of the Group to meet its objectives; could result in the removal of degree awarding status, financial impact undermining financial viability, severe reprimand by OfS/OFSTED or Parliament or the closure of any element of the Group.
- *High* – occurrence would have a significant effect on the ability for the Group to meet its objectives and may result in the failure to achieve one or more corporate objectives.
- *Medium* – occurrence may result in the failure to meet operational objectives and may reduce the effectiveness of the Group but it would not result in the failure of the Group’s corporate objectives or put an element of the Group at risk.
- *Low* – occurrence would have little effect on operational or corporate objectives.

More clarity in relation to these definitions, by risk category are detailed below. It is important to note that a risk is classified by type, not its impact. For example a risk around non-compliance relating to data protection is a legal risk, though its impact may well be financial or reputational.

	Critical	High	Medium	Low
Financial	Deterioration of Group operating margin greater than 5%	Deterioration of Group operating margin greater than 2%	Deterioration of Group operating margin greater than 1%	Deterioration of Group operating margin greater than 0.5%
Legal and Compliance	One or more of the Group's entities is no longer able to legally operate or significant reputational impact or deterioration of Group operating margin greater than 5%	High reputational impact or deterioration of Group operating margin greater than 2%	Medium reputational impact or deterioration of Group operating margin greater than 2%	Low reputational impact or deterioration of Group operating margin greater than 1%
Academic Activity	Removal of OfS registration or Ofsted special measures	OfS issuing a specific condition of registration or an Ofsted rating of 1 (inadequate)	OfS issuing a of enhanced monitoring or an Ofsted rating of 2 (requires improvement)	OfS formal communication, where improvement is required or Ofsted rating of 3 (good)
Reputation	National/International negative exposure over a period longer than a week, beyond the HE environment	National/International negative exposure over a period longer than a week within HE publications and forums	A single National/International negative exposure inside or outside of HE publications or forums.	Negative exposure at local level inside or outside of HE publications or forums.

Residual Likelihood

- *Very High* – Almost certain to occur within 1 year
- *High* – likely within 1 year
- *Medium* – may occur medium to long term
- *Low* – unlikely to occur

Risk Classification Matrix

Impact	Critical	High	Critical	Critical	Critical
	High	Medium	High	High	High
	Medium	Low	Medium	Medium	High
	Low	Low	Low	Low	Medium
		Low	Medium	High	Very High
		Likelihood			

Training

A training programme will be developed. This will be undertaken with support from colleagues in OD. The initial stage will be to identify relevant stake holders and owners in each part of the risk management process, and deliver training that meets these requirements.

Technology

An appropriate workflow system (e.g. 4Risk platform) will be used to maintain the register of risks. Registers at local level and sub-strategies at Institutional and Group will be owned by a single individual, and updates will be self-served. There will not be automated emails however, and its completion will be supported through regular communication with the PPA team.

Appendix A - Risk Appetite Matrix

	Avoid / Averse	Minimal	Cautious	Open	Seek	Mature
Overall	Avoidance of risk and uncertainty is a Key Organisational objective	(as little as reasonably possible) Preference for ultra- safe delivery options that have a low degree of inherent risk and only for limited reward potential	Preference for safe delivery options that have a low degree of inherent risk & may only have limited potential for reward	Willing to consider all potential delivery options and choose while also providing an acceptable level of reward (and VFM)	Eager to be innovative and to choose options offering potentially higher business rewards (despite greater inherent risk)	Confident in setting high levels of risk appetite because controls, forward scanning and responsiveness systems are robust
Financial	Avoidance of financial loss is a key objective.	Only prepared to accept the possibility of very limited financial loss if essential.	Prepared to accept possibility of some limited financial loss. Resources generally restricted to existing commitments.	Prepared to invest for return and minimise the possibility of financial loss by managing the risks to a tolerable level. Resources allocated in order to capitalise on opportunities.	Investing for the best possible return and accept the possibility of financial loss (with controls may in place). Resources allocated without firm guarantee of return – 'investment capital' type approach.	Consistently focused on the best possible return for stakeholders. Resources allocated in 'social capital' with confidence that process is a return in itself.
Legal Compliance	Play safe; avoid anything which could be challenged, even unsuccessfully.	Want to be very sure we would win any challenge. Similar situations elsewhere have not breached compliances.	Limited tolerance for sticking our neck out. Want to be reasonably sure we would win any challenge.	Challenge would be problematic but we are likely to win it and the gain will outweigh the adverse consequences.	Chances of losing any challenge are real and consequences would be significant. A win would be a great coup.	Consistently pushing back on regulatory burden. Front foot approach informs better regulation.
Academic Activity	Defensive approach to objectives – aim to maintain or protect, rather than innovate. Priority for tight management controls & limited devolved authority. General avoidance of systems/ technology developments.	Innovations always avoided unless essential or commonplace elsewhere. Decision making authority held by senior management. Only essential systems / technology developments to protect current operations.	Tendency to stick to the status quo, innovations in practice avoided unless really necessary. Decision making authority generally held by senior management. Systems / technology developments limited to improvements to protection of current operations.	Innovation supported, with demonstration of commensurate improvements in management control. Systems / technology developments used routinely to enable operational delivery. Responsibility for non- critical decisions may be devolved.	Innovation pursued – desire to 'break the mould' and challenge current working practices. New technologies viewed as a key enabler of operational delivery. High levels of devolved authority – management by trust rather than tight control.	Innovation the priority – consistently 'breaking the mould' and challenging current working practices. Investment in new technologies as catalyst for operational delivery. Devolved authority – management by trust rather than tight control is standard practice.
Reputation	No tolerance for any decisions that could lead to scrutiny of, or indeed attention to, the organisation. External interest in the organisation viewed with concern.	Tolerance for risk taking limited to those events where there is no chance of any significant repercussion for the organisation. Senior management distance themselves from chance of exposure to attention.	Tolerance for risk taking limited to those events where there is little chance of any significant repercussion for the organisation should there be a failure. Mitigations in place for any undue interest.	Appetite to take decisions with potential to expose the organisation to additional scrutiny/interest. Prospective management of organisation's reputation.	Willingness to take decisions that are likely to bring scrutiny of the organisation but where potential benefits outweigh the risks. New ideas seen as potentially enhancing reputation of organisation.	Track record and investment in communications has built confidence by public, press and politicians that organisation will take the difficult decisions for the right reasons with benefits outweighing the risks.

Appendix B – Risk Management Structures and Timelines (exact months might change from year to year, depending upon calendars)

		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Governance Forums	Group Board			Review and Approve Risk Appetite and Policy	Review and Approve Risk Register				Review and Approve Risk Register		Review and Approve Risk Register		Review and Approve Risk Register	
	Group Audit Committee			Review and Recommend Risk Appetite and Policy	Review and Recommend Group Risk Register				Review and Recommend Group Risk Register		Review and Recommend Group Risk Register		Review and Recommend Group Risk Register	
	Group Executive			Review and Recommend Risk Appetite and Policy	Review and Recommend Group Risk Register				Review and Recommend Group Risk Register		Review and Recommend Group Risk Register		Review and Recommend Group Risk Register	
	SBC Board (and Audit Committee)		Review and Recommend Risk Appetite	Review and Approve Entity Risk Register				Review and Approve Entity Risk Register		Review and Approve Entity Risk Register		Review and Approve Entity Risk Register		Review and Approve Entity Risk Register
	SBA Board (and Audit Committee)		Review and Recommend Risk Appetite	Review and Recommend Entity Risk Register				Review and Recommend Entity Risk Register		Review and Recommend Entity Risk Register		Review and Recommend Entity Risk Register		Review and Recommend Entity Risk Register
	SBE Board (and Audit Committee)		Review and Recommend Risk Appetite	Review and Recommend Entity Risk Register				Review and Recommend Entity Risk Register		Review and Recommend Entity Risk Register		Review and Recommend Entity Risk Register		Review and Recommend Entity Risk Register
Strategy Implementation	Group Senior Leadership Team	Review of Risks by Executive Area. Major Project Risk Registers and Collated Group Corporate Risk Register at each meeting												
	Business Units		Review Local Risk Registers			Review Local Risk Registers			Review Local Risk Registers			Review Local Risk Registers		
	UMC (and SBA/SBC/SBUEL equivalents)		Review Entity Risk Register and Recommend to Executive			Review Entity Risk Register and Recommend to Executive			Review Entity Risk Register and Recommend to Executive			Review Entity Risk Register and Recommend to Executive		
	Other Business Planning Activities			Review of Local Risk registers in OE Reviews					Review of Local Risk registers in OE Reviews					

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MAT

Risk No	Risk Description	Risk consequences	Impact	Probabil-ity	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
18	Poor Financial performance by one or more of the schools - Covid-related cost increases	A deficit or liabilities in one or more schools will affect the Trust financial viability and could have significant risk for finance and cash flow leading to DfE letter.	3	3	9	Business case for exceptional support Prudent financial planning 3-5 year forecast planning Sufficient reserves Planned budget surplus for each Academy Marketing program in place for the UTC New marketing appointment for the UTC	3	Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	↑	Dec-20
23a	Pandemic	Risk to community health if virus is spread unchecked. Risk to education operations if virus results in staff shortages, inability of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	→	Dec-20

UTC

1	Failure of the UTC to recruit sufficient learners especially in Y710 and Y12 to make it viable in the long term viable	Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems	3	2	6	Admissions Policy Parent/Carer Communication Marketing Strategy Integrated Financial Curriculum Planning Effective Networking	2	Moderate	Executive Principal Principals Marketing Team	→	Dec-20
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3	Poor Student outcomes	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. UTC's reputation at risk.	3	2	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils Incoming students assessed for suitable attainment levels Executive Principal educational oversight UTC Improvement Partnership External consultants to improve Teaching and Learning Regular staff appraisals Trust HR Manager to advise on Staffing and issues. Principal reports to Local Advisory Body	3	Strong	Executive Principal Principal SLT Trust HR Manager	→	Dec-20
13	Safeguarding incident at the UTC	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	New and effective SENDCO employed at UTC All staff and governors are given safeguarding and prevent training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT	→	Dec-20
13a	Pandemic	Risk to community health if virus is spread unchecked. Risk to education operations if virus results in staff shortages, inability of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	→	Dec-20

UAE

13	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	Experienced SENDCO employed at School Experienced Designated Safeguarding Lead (DSL) employed at school All staff and governors are given safeguarding training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT DSL	→	Dec-20
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South Bank Academies MAT
Financial Risk

Risk No	Risk Description	Risk consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
1	Overspend budget, caused by weak expenditure management	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sponsor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets., Insufficient funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2018 and other agencies Serious cash flow issues making financial management of funds difficult	2	1	2	Strong strategic plan of action Annual budget setting using computerized software Regular meetings of Board and Audit and Risk Committee with oversight of the Trust's finances Regular internal and external audits to ensure compliance and best practice. Regular review with Business Support Officers in the Trust with additional in-house training. Monthly management accounts prepared by the LSBU FA, Trust Finance Manager and Trust Business Manager Regular Executive Team meetings where financial performance is discussed	2	Strong	Chief Executive Financial Controller Trust Business Manager	↓	Dec-20
2	Overspend budget, caused by poor budgeting	See Above	3	1	3	Computerized budgeting software Oversight by LSBU Financial Controller and LSBU Financial Accountant Regular, monthly review by the Trust Business Manager, Executive Principal and Chief Executive. Regular meetings with School Principals Regular updates and training to the Business Support Officers.	2	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20
3	Received less income than budgeted, caused by poor budgeting	See Above	3	1	3	See above	2	Moderate/Weak	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-20
4	Overspend on capital schemes	Unplanned reduction on reserves or income through insufficient budgeting or planning Serious impact on cash flow management Insufficient funds to carry out educational and operational objectives Inappropriate capital works which don't reflect the teaching and learning requirements of the Trust or its schools.	1	1	1	Centralised management of the Capital Claims budget delegated by the ESFA Capital Expenditure process in place, channelled through School Advisory Boards to the SBA Board Oversight by the Trust Business Manager of the Capital Claims expenditure and the Capital Expenditure programs. Scheme of Delegation and Financial Regulations and Policy in place, detailing capex authorisations limits.	1	Strong	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-20
5	Short term cash shortages	Inability to meet liabilities Unable to pay school salaries or other costs in a timely and efficient manner Inability to remain a going concern"	2	1	2	Suitable reserves in line with the requirements of the Academies Financial Handbook, Articles of Association and Agreement with the Secretary of State for Education Regular updated cash flow management with spot cash flows Regular review of bank accounts, reserves and operating balances	1	Strong	Chief Executive Financial Controller Trust Business Manager Finance Officers	→	Dec-20
6	Long term cash shortages – insufficient reserves	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sponsor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets., Insufficient funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2018 and other agencies Serious cash flow issues making financial management of funds difficult	2	1	2	Trust currently has a strong cash flow surplus position Suitable level of reserves in place Regular monitoring of income and expenditure Prudent planning and staffing, recruitment practices Review of salary scales and teacher pay awards Regular monitoring of Bank Account levels Regular cash flow monitoring	1	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20
7	Improper or irregular use of funds	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sponsor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets., Insufficient funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2018 and other agencies Serious cash flow issues making financial management of funds difficult	2	1	2	SBA Financial Regulations and Procedures in place, regularly updated Scheme of Delegation in place Internal Controls subject to regular scrutiny by auditors Internal audits Expenditure authorisation process clear. Experienced Senior Leaders with in-depth experience of the Academies Financial Handbook and principles of fund accounting AO and CFO familiar with AFH and updates.	1	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20

8	Errors in accounts caused by inadequately skilled or inexperienced finance staff	Non production of a clean set of accounts Inaccurate information on which to base business and educational decisions Loss of oversight and prudent management of Trust finances Instability in the nature of the Trust as a result of poor financial management	3	1	3	Experienced, stable Finance Team with proven qualifications and experience in place. Access to advice and expertise from Sponsor	2	Weak	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
9	Loss caused by lack of security over assets including cash	Inability to carry on operating as a business or meet educational objectives Increased cost of replacing assets Potential Reduction in cash flow creating difficulties in meeting liabilities Large capital replacement expenditure	3	1	3	Asset Register in place and updated to ensure full information is kept Asset Management Plan in place which is used to plan, control and review assets and whether they are fit for purpose Strong security measure in place to ensure no loss of assets Reporting to SBA Board and Audit and Risk Committee Appropriate and effective security levels for processing and storing cash that is collected	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-20
10	Fraudulent payments to suppliers	Overpayments to suppliers unrecoverable payments and ongoing disputes Reduction in confidence of the Finance Team.	3	1	3	Annual review of effectiveness of internal controls Expenditure authorisation procedures Systems under constant review Internal and external auditors Oversight by LSBU Financial controller Oversight by the Trust Business Manager	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
11	Fraudulent payments to staff	Loss of confidence of Sponsor in SBA management of finance. Loss of income Risk of reporting Fraud to ESFA and losing freedom to manage own finances as guardians of public funds	2	1	2	SBA Scheme of Financial Regulations and Policy in place Trained staff in Compliance and Fraud Authorisation limits in place and reviewed regularly Robust procedure in place for monthly payroll sign off and review Staffing salaries and expenditure under constant review	1	Strong	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	→	Dec-20
12	Insufficient insurance cover	Irreparable damage or loss to Trust Assets Hinderance in achieving educational and business objectives Risk of prosecution for not insufficient insurance cover for legal requirements such as employers' liability Loss of reputation as a good employer Risk of litigation	2	1	2	Annual review of insurance arrangements by Trust Business Manager, Executive Principle and CEO Review by external providers Benchmarking with other Academies and Trusts Member of the Governments RPA Insurance scheme especially designed to meet the needs of UK Schools.	1	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20
13	Failure to ensure that the income due to the school is collected in a timely and efficient manner and fully reconciled as per financial regulations	Loss of income Inability to meet educational and business objectives reduction in cash flow and reserves bility to meet liabilities Increasing debts Inability to meet liabilities or staff salaries	2	2	4	Month end reporting reviews income and ensure it is at the correct level Review and use of Remittance and Payment Schedule Aged debtors are sent statement reminders while all income is cross referenced on the cash flow Experienced TBM with Education Experience and knowledge of Schools Funding Trust Business Manager with LSBU Financial Accounts monitors all income regularly LSBU Financial Accountant performs all Bank and control account reconciliations	3	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
14	Failure to ensure that Goods and Services are purchased in line with Financial Regulations and that Suppliers are paid in a timely and efficient manner	Risk of fraud Inability to manage cash flow sufficiently Mis-reporting of monthly management accountnts	2	1	2	Monthly reports from the School Financial regulations awareness, Internal Controls operated by the Trust at School wide level BACS Payment system used by the School Effective Internal and External Audit Use of Month End Checklists	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
15	Failure to ensure that a comprehensive, up-to-date list of Suppliers to the School is maintained	Loss of oversight of accounts and procurement Risk of fraudulent payment to supplier Procurement difficulties arising from poor supplier account management Risk of overpayment of suppliers	2	1	2	Financial Regulations awareness Internal Controls operated by the School Finance Team Effective Internal and External Audit Oversight by the Trust Business Manager Oversight by the LSBU Financial Controller	1	Strong/Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager Finance Officers	→	Dec-20
16	Changes to funding via Government Policy	Reduction in funding for student numbers Risks to the Trust as a going concern as required by Companies House and SORP	3	1	3	Monitoring of Government policy Long term forecasts monitored by audit committee Financial expertise at Operational and Board level.	2	Moderate	Chief Executive Financial Controller Trust Business Manager	→	Dec-20
17	Failure to meet internal/ external financial targets and deadlines	Late submission of budgets/accounts to ESFA, possible litigation, possible fines	2	1	2	Email reminders from ESFA Experiences TBM Published annual cycle SBM Networking	2	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20

18	Poor Financial performance by one or more of the schools - Covid-related cost increases	A deficit or liabilities in one or more schools will affect the Trust financial viability and could have significant risk for finance and cash flow leading to DfE letter.	3	3	9	Business case for exceptional support Prudent financial planning 3-5 year forecast planning Sufficient reserves Planned budget surplus for each Academy Marketing program in place for the UTC New marketing appointment for the UTC	3	Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	→	Dec-20
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South Bank Academies MAT
Strategic and Reputational Risk

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
19	Changes in Leadership creating an instability in strategy, vision and values across the Trust and its Schools.	Lack of experience in education and leadership Frequent churn of senior leaders giving poor direction and vision Low morale Low staff performance Poor examination results	2	1	2	Appointment of experienced Executive Principal Creation and development of middle leaders Training as an Ofsted inspector Experienced SLT Effective Governor oversight	2	Strong	Chief Executive Executive Principal	→	Dec-20
20	Failure to ensure that up-to-date information regarding the legislation relating to charities is maintained and kept updated by Trust Business Manager	Risk that legislative requirements are not known or complied with Financial risk Risk that the Governing Body are not aware of their legislative obligations	2	1	2	LSBU Clerk to the Local Advisory Bodies Networking Groups EFA Updates School website Professional bodies The Key PWC Internal Auditor External Auditor	1	Strong	Chief Executive Executive Principal Trust Business Manager Financial Controller	→	Dec-20

South Bank Academies MAT
Operational Risk

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
21	Changes in personnel/ high turnover of staff creating instability in operations at the Trust	Lack of oversight of accounts, processes and procedures Poor year end Inaccurate financial reporting Risk of receiving Qualified Accounts Non-compliance	3	1	3	Experienced TBM in financial management Experienced Financial Controller oversight Financial policies and procedures in place Trust HR Manager in place	2	Moderate	SBA Board Chief Executive Officer Executive Principal Principals Trust Business Manager	→	Dec-20
22	Failure of the trust to produce open and regular management accounts	School receives a set of qualified accounts from its annual audit. Year-end doesn't run smoothly High Management Letter ratings as a result of internal and external audit Fines from the ESFA Potential Financial Notice to Improve Potential loss of freedoms to manage delegated finances	3	1	3	Monthly Management Accounts Budget monitoring reports Regular reporting to the Audit Committee and SBA Board Effective internal and external audits Oversight by Sponsor LSBU of finances Awareness of ESFA Academies Financial Handbook 2018 and regulations Annually updated SBA Financial Regulations and Procedures presented to Audit Committee for oversight and approval Delegated Letter of Authority	2	Moderate	SBA Board Chief Executive Officer Executive Principal Principals Trust Business Manager	→	Dec-20
23	Safeguarding incident at any of the Schools	Risk to child/children, risk to reputation of the Trust and/or its Schools, DfE and HSE intervention depending on seriousness of incident. Risk to Ofsted rating.	3	1	3	Safeguarding policy and training in place Experienced SLT in safeguarding issues Regular training and update to all staff Safeguarding policy and procedures in place followed by Staff Staff awareness of reporting procedures and responsibilities for any safeguarding issues	2	Strong	Executive Principal Principal SLT Governors Staff	→	Dec-20
23a	Pandemic	Risk to community health if virus is spread unchecked. Risk to education operations if virus results in staff shortages, inability of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	↑	Dec-20

South Bank Academies MAT
Compliance Risk

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
24	Failure to meet GDPR guidelines for storing and collating data in the Trust and its Schools	Litigation, possible fines, loss to reputation	2	2	4	Outsourced GDPR oversight by Judicium Regular GDPR compliance audits across the SBA Trust	2	Strong/Moderate	Chief Executive Executive Principal School Principal	→	Dec-20
25	Inadequate challenge and ineffective local governance for Trust and Schools	Failure to achieve mission and objectives of the Trust. Poor decision making and information flow. Risk to one establishment not following trust procedure	3	1	3	Local advisory boards and link Governors SBA Board oversight Experienced Executive Principal with extensive education background Chief Executive oversight	2	Moderate	SBA Board Chief Executive Executive Principal	→	Dec-20
26	UKVI regulations not met	Loss of licence, fines and/or prosecution	2	1	2	Experienced Trust HR Manager in place Trust Business Manager Experienced Chief Executive and Executive Principal Effective computer systems for tracking personell Effective recruitment procedures	1	Strong	Chief Executive Executive Principal School Principal HR Manager	→	Dec-20
27	Failure to comply with ESFA and DFE guidelines	Notice given on non-performance, litigation, possible fines, loss to reputation, makes recruiting students more challenging.	3	1	3	See above	2	Strong	Chief Executive Executive Principal School Principal Trust Business Manager	→	Dec-20
28	Failure to safeguard the Trusts' and its Schools' assets from theft or damage	Health and safety risk to students and staff Increased premises costs Increased costs for asset management plan on limited budget Need to transfer costs from limited reserves	2	1	2	Up to date asset register Asset management plan in place and up to date Experienced premises team in place with oversight of assets	1	Moderate	Chief Executive Executive Principal School Principal Trust Business Manager Financial Controller	→	Dec-20
29	Failure to carry out the correct audit/review procedures to ensure building, maintenance, health and safety regulations are upheld in both schools	Poor Health and Safety Audit increased accumulation of costs which could be reduced with timely intervention increased scrutiny from oversight organisations	2	2	4	Health and Safety audits by external organisations H&S reference software on websites for advice Experienced site operations manager and team Risk assessments Regular checks and reporting on all H&S procedures Regular checks on equipment and buildings	3	Moderate	Chief Executive Financial Controller Trust Business Manager Executive Principal School Principal	→	Dec-20
30	Failure to maintain the asbestos register for both schools	Failure to comply with external compliance bodies Damage to Trust and Sponsor reputation Health and Safety Risk to staff and students Increased costs and fines for non compliance	2	1	2	No asbestos in either school - new build	2	Strong	Chief Executive Executive Principal School Principal	→	Dec-20
31	Failure of the Trust to follow employee legislation	Risk of fines and reputation Greater risk of litigation and claims Increased costs through non compliance	3	1	3	Experienced Trust HR Manager in place Executive Principal and CEO oversight Access to LSBU Sponsor organisation procedures and experienced staff Updated HR and Recruitment policies in place	2	Strong	Chief Executive Executive Principal School Principal Trust HR Manager	→	Dec-20
32	Failure to ensure that the School complies with Tax legislation	Risk that the legislative requirements relating to VAT, PAYE, National Insurance etc. are not known or complied with Financial risk Litigation risk	3	1	3	Support from School Payroll Provider and the associated policies Internal and External Auditors Oversight by Trust Business Manager and Finance Manager Oversight by Financial Controller	2	Strong	Executive Principal Principals Local Advisory Board Trust Business Manager	→	Dec-20

Risk Calculation	Probability		
	1 low	2 medium	3 high
Impact			
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

	CONFIDENTIAL
Paper title:	Summary of Audit committee and SAB meetings
Board/Committee:	South Bank Academies Board
Date of meeting:	15 December 2020
Author(s):	Ciara Carroll, Clerk to the South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	To note
Recommendation:	The Board is requested to note.

Executive Summary

The Board is requested to note the summary of the SBA Audit committee, UTC SAB and UAE SAB meetings.

Summary of SBA Audit committee and SAB meetings

SBA Audit Committee – 3 December 2020

The committee discussed:

- SBA internal audit progress – the committee noted the actions for improvement from both the SBA specific audits and the Group Audits as they applied to SBA
- Risk management process – the committee noted the new Group approach to risk management and will discuss this in greater detail at the next meeting
- SBA financial scheme of delegation – the committee ratified the policy
- Group Anti-Fraud policy – the committee requested the policy be amended with SBA specific nomenclature

SBA Audit Committee – 8 December 2020

The committee discussed:

- External Audit findings – no significant items have been raised, some policies need to be put in place or made more detailed, e.g. reserves policy

The committee agreed to recommend to the Board:

- Going concern statement
- System of internal control statement
- External audit letter of representation
- SBA Annual report and accounts

South Bank Engineering UTC SAB – 6 October 2020

The SAB discussed:

- Self-Evaluation Form – the SAB reviewed the direction of travel up to a ‘Good’ OFSTED rating and the need to have evidence that supports the statements in the form
- School Development Plan – the method of standardisation of planning was reviewed and the SAB were informed of the change in attendance recording and the process of managing unsatisfactory attendance, with due consideration given for the impact of the coronavirus pandemic
- Attainment – good progress has been reported, especially at A-level. The new HNC program was also discussed

University Academy of Engineering SAB – 15 October 2020

The SAB discussed:

- Attainment figures, noting the difference between the mock results awarded in February 2020 and the Centre Assessed Grades at the end of the year
- The need for Trust support in relation to coronavirus related costs that had not been included in the budget
- The need for more detailed Quality of Teaching information to be provided to the Board

- Governors ratified the Careers Education Information, Advice and Guidance policy

University Academy of Engineering SAB – 3 December 2020

The SAB discussed:

- Impact of coronavirus pandemic on staff, particularly as they are coming to the end of term and how the SAB can support in the efforts to keep morale up
- The provision of 1 to 1 devices to students and how the school hopes that this will have a significant positive impact on students and facilitate conversion to learning in the cloud on a more formal basis
- A detailed report on Pupil Premium and Special Education Needs in the school
- The proposed name and subject orientation change to reduce the perceived 'engineering' focus in the school
- The planned consultation on the admissions policy, to adopt a process of 'norm-based' fair banding as a method for allocating places should the school be oversubscribed

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	CONFIDENTIAL
Paper title:	Recruitment to South Bank Academies Board and School Advisory Boards
Board/Committee:	South Bank Academies Board
Date of meeting:	15 December 2020
Author(s):	Ciara Carroll, Clerk to the South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	For Information
Recommendation:	The Board is requested to note this recruitment update

South Bank Academies

The Chair has met with two candidates and will see at least one more candidate by the end of term. The proposal is that candidates meet with the Chair of the Board, the Chair of the Audit Committee and the CEO of the company so that both parties can decide whether they are happy to join the board. The two new trustees will also sit on the audit committee to eliminate any issues that may arise with quorums for meetings.

University Academy of Engineering, South Bank

The Chair has met with two candidates and the Principal will have met with both candidates by the time of this meeting. Both have strengths in different areas and will benefit the SAB if they join.

South Bank UTC

The Chair of the Board has met with a candidate that he recommended join South Bank UTC's SAB. The Principal is scheduled to meet with this candidate before this meeting. The remaining vacancies will be filled from the school staff and by parent election and the Principal is working on getting nominations submitted.

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